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CATALOGUE UNIVERSITY OF ILLINOIS

OF THE

SCHOOL OF ORATORY,

NORTHWESTERN UNIVERSITY,

EVANSTON, ILL.

1909-1910

ROBERT McLEAN CUMNOCK, L. H. D.,
DIRECTOR.

THIS CATALOGUE IS SENT WITH THE
COMPLIMENTS OF DOCTOR R. L. CUMNOCK.
WE HOPE IT MAY FALL INTO THE HANDS OF
SOME YOUNG PERSON IN YOUR CITY WHO HAS
DECIDED TALENT AND AMBITION IN THE DIREC-
TION OUTLINED IN OUR COURSE OF STUDY. WE
WOULD CALL SPECIAL ATTENTION
TO THE PARAGRAPH ON ENROLL-
MENT ON THE FOURTEENTH PAGE.

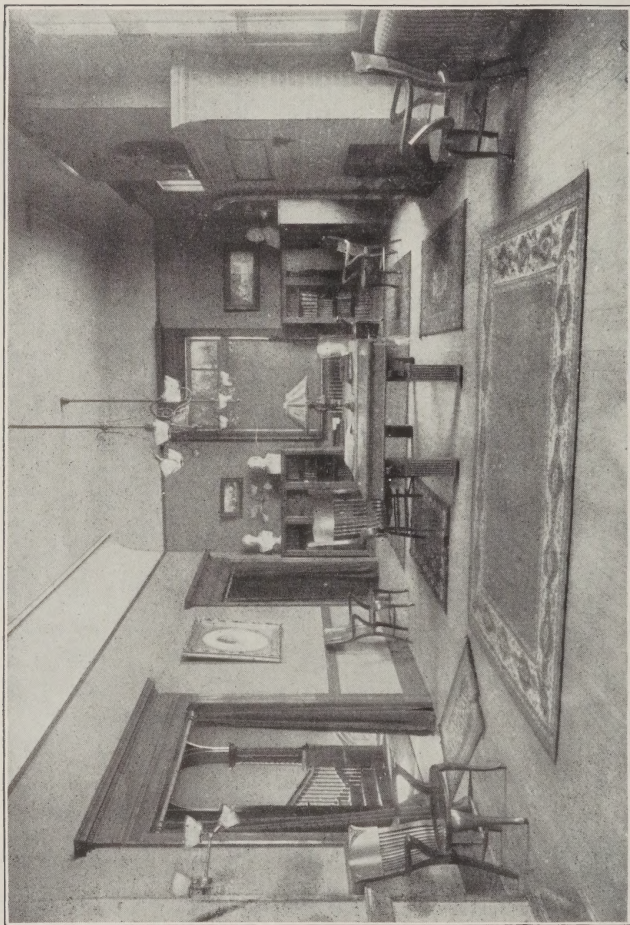
SCHOOL OF ORATORY

Northwestern University

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THE LIBRARY.

FACULTY OF INSTRUCTION.

ROBERT McLEAN CUMNOCK, L. H. D., DIRECTOR.

Laws of Vocal Expression and Dramatic Action.
Shakesperian and Bible Reading.

AGNESS LAW,

Dramatic Action and Expression.

RALPH BROWNELL DENNIS, B. L.,

Dramatic Art and Presentation.

CORINNE AGNES COHN,

Didactic Reading and Personation.

ISABELLA LOVEDALE,

Voice Culture and Interpretation.

ANNA GERLS PEASE,

English Literature and Rhetoric.

JULIA BETH FARRELL,

Expressive Reading and Dramatic Training.

JOSEPHINE FRANCES McGARRY,

Orthoepy and Forensic Elocution.

LAURA LEE,

Physical Training.

HISTORY OF THE SCHOOL.

History and Gradual Development of the Department.

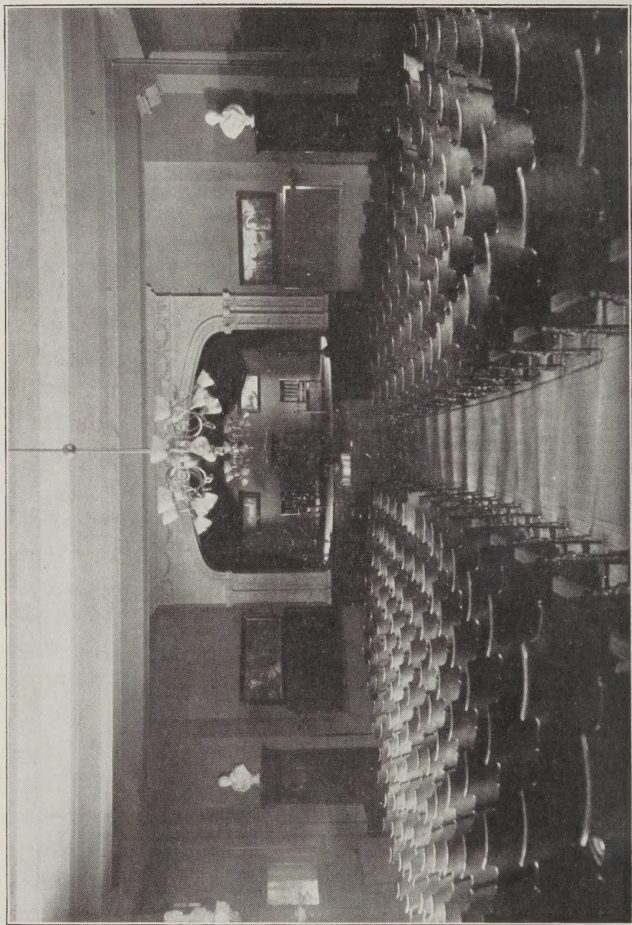
LIKE all experiments in education, this department of the University has passed through its period of trial and silence, and has slowly won the favor and support of college officials, as a necessary and useful agency in education. It is the only School of Oratory, so far as we have knowledge, that has sprung up and been developed in connection with a great institution of learning. Its founder and director has been, for many years, a college officer. The School graduated its first class in 1881, and, though it has been in active operation since 1878, it has conferred diplomas on but six hundred and fifty-one pupils and fifty-eight post-graduate students.

Reasons for Slow Growth.

The reasons for this slow growth have been three-fold:—*First:* The entrance requirements have been so high that many have been denied admission because they could give no satisfactory evidence of preparation equivalent to a High School course—the lowest grade of scholarship accepted for admission. *Second:* We have never held out to any of our pupils assurance of graduation, however much time or money they may have expended in the prosecution of their studies, or however much theoretical knowledge of the subject they may have acquired. One of the essential conditions of graduation has been and always will be, under the present administration, *a high standard of excellence in reading and speaking.* *Third:* Back of all this there has been a distrust of creating a distinctively professional course

in Elocution, in preference to an extended and systematic training contemporaneous with the four years of college study. However, in the last thirty years a great change has taken place in our opinions of college education. At best, the college course is but a beginning, and the student at graduation finds himself but slightly acquainted with Philosophy, Economics, Chemistry, Physics, or any of the departments of linguistic study; and this holds true with even that subject which the pupil has selected and made his major work. No one, at the present time, feels thoroughly qualified to teach Chemistry or Latin without several years of special preparation. In like manner, the instruction in Elocution offered by our best institutions, is so insufficient that the average student, at graduation, has not acquired even a good style in ordinary reading and speaking, and is utterly unprepared to interpret the more difficult forms of dramatic and imaginative literature. Hence, this gradual evolution in the direction of advanced and special training has established the grade and province of this department of the University. We receive all college graduates who desire to prosecute the study of Elocution as a special subject, and others whose educational advantages have been such as to enable them to pursue this special work with success.

The growth of the school during the last few years has been so unexpectedly rapid, notwithstanding the high standard for admission and graduation, that measures were taken a few years ago to erect and equip a building for the special use of the Department. Before this, it had been impossible to accommodate the applicants for admission to the School, or to enlarge its attendance, by reason of the meager accommodations in University Hall. Now the beau-



THE AUDITORIUM.

tiful Annie May Swift Hall is capable of accommodating four hundred pupils, and is arranged with special reference to the needs of the three departments—Elocution, English and Physical Culture—which constitute the course of study. The new hall stands just northeast of the Liberal Arts Building, and near the lake shore. Many of the windows look directly upon the water, and from every point of view is beautiful. The building is of the Venetian style of architecture. The basement is of rock-faced Lemont limestone, and the upper stories are of buff-colored Roman brick and terra cotta. The roof is of red tile. There are three main entrances, the one on the south leading into the broad corridor that opens into the Auditorium, and the other two on the east and west sides of the building. The Auditorium, though not large, is the handsomest room in any one of the University buildings. No pillars obstruct the view, as the roof is supported by iron trusses stretching from the roof girders. The floor has a gentle incline to the stage from the sides and rear of the Auditorium, so that from every seat an excellent view may be obtained. In the southwest corner of the building is the Library and Reading Room, which is furnished with a carefully selected library for the use of the English department. The library is the gift of A. C. McClurg & Co., Chicago. In the southwest corner is the Reception Room. Both of these rooms are separated from the Auditorium by rolling partitions, which admit of their being made a part of it at any time. The seating capacity of the Auditorium, with the adjacent rooms, is five hundred.

The second story is divided into fifteen rooms for private instruction. All floors and partitions are deadened by an improved system of construction, so that vigorous

vocal work may be carried on in any room without disturbing the occupants of the room adjoining. Two recitation rooms, and six practice rooms have recently been finished on the upper floor. These improvements were found necessary to meet the growing wants of the School. On the ground floor is the Gymnasium. It is equipped with the most improved and modern appliances for the work of Physical Culture. This equipment is the gift of A. G. Spalding & Bros., of Chicago. It is readily apparent from the description of the building that very little climbing stairs is necessary, so that no student need be in danger of over-fatigue from that cause. The building is heated by steam, and lighted by both gas and electricity. The ventilation of the building is a special feature. The radiators are arranged in such a manner that fresh air from the outside of the building passes through them, and it is heated before it is discharged into the room. The foul air is carried away by means of ventilating registers in the face of the stage and overhead in the ceiling. These registers are connected with ventilating ducts, which run to the main boiler chimney, and carry off all impure and poisonous gases.

SPECIAL FEATURES OF THE SCHOOL.

All Classes in Elocution are Conducted by the Director.

THE whole school meets at ten o'clock every morning for the general class lesson in Literary and Vocal Interpretation; the Seniors meet twice a week for the study of Oratorical Address, for Bible, Hymn and Liturgic reading, and the study of Shakespeare; and the Juniors twice a

week for Vocal Culture, and the study of the Science of Elocution. In addition to this, the Post-Graduates meet twice a week, receiving practically the private training of the Director, who also conducts both the Junior and the Senior weekly recitals. It will be observed that the Director devotes an unusual number of hours to instruction, meeting the students in small classes as well as in the larger ones, thus giving each and every member of the school the benefit of his personal oversight and assistance.

Two Private Lessons a Week is the Second Special Feature.

It is a settled belief here, that no School of Elocution can succeed in graduating pupils of the highest order of excellence, without combining private instruction with class work. In addition to class instruction each pupil receives, weekly, two private lessons during the entire course of study. In this particular, the organization of the School is unique; and this feature, more than any other, has contributed to the successful prosecution of the work. It enables the instructor to remove at the outset, all the personal difficulties in the way of the beginner's advancement, and by direct stimulation and criticism to put the pupils into possession of a correct mechanical technique, and to train them carefully into all the excellencies of expressive speech.

One Hundred and Twenty Private Lessons During the Course.

It must be remembered that this private work is continuous, and aggregates during the two years, *one hundred and twenty lessons* for each pupil. This imposes upon the teaching force an immense amount of work; but the results have fully justified the outlay, and firmly convinced us of the necessity of the private training.



ROOM FOR PRIVATE INSTRUCTION.

Education of the Sensibilities.

The third special feature of the work is the *Education of the Sensibilities*. The utmost care is taken and every effort put forth in the education of the sensibilities, through the cultivation of the perceptive faculties and the imagination. The development of the emotional nature may be truly said to be the chief work of the School, involving more time and labor than all the technique of voice and gesture. Thought is the occasion of emotion, and, from the first private or class lesson to the last this simple, rational system of psychic development is taught. A cultivated imagination that creates and reveals the scene as perfectly to the soul as the natural eye could reveal it to the mind, is the secret and source of all eloquence or expressive speech. Join this to a *regulated judgment*, and you have the combination that unlocks every door that leads to successful reading and speaking. The education of the spiritual forces of our nature, by which we are made appreciative beings, is more necessary to our enjoyment and success in life than the education of the rational faculties of the mind.

Importance of Rhetoric and English Literature.

The fourth special feature of the School is the importance attached to a thorough study of *English Literature and kindred subjects*. An intelligent conception of the text must form the basis of all satisfactory interpretation. In a measure the requirements for admission secure this result; but advanced courses in English are pursued throughout the entire two years of study. The object of all this training is two-fold; *First*, to train the faculties of the mind to rapid and accurate thinking, that the reading may be intelligent and discriminating; *Second*, to prepare pupils to teach Eng-

lish Literature and Rhetoric in connection with the elocutionary work.

The fifth special feature is the training in *Physical Culture*. The objects aimed at in this work are:—*First*: To develop and strengthen all parts of the body for the purpose of grace and health. *Second*: To give the pupil perfect control of all the movements of the body. *Third*: To train the body to express, in intelligent action, the thoughts and emotions of the soul.

SPECIMEN SCHEDULE OF A WEEK'S WORK IN JUNIOR YEAR.

INSTRUCTOR	SUBJECT	MON.	TUES.	WED.	THUR	FRI.
Dr. Cumnock..	{ Interpretation...	10 A.M.	10 A.M.	10 A.M.	10 A.M.	10 A.M.
	} Recitals.....	.....	.....	3 P.M.	.....	3 P.M.
Miss Law.....	Vocal Culture.....	.....	11 A.M.	.....	11 A.M.	.....
Mrs. Pease....	Rhetoric.....	.....	3 P.M.	11 A.M.	3 P.M.	.....
Miss Lee.....	Physical Culture..	11 A.M.	.....	9 A.M.	.....	.....
Private teacher	Private Lessons...	.....	2 P.M.	.....	.....	9 A.M.

Number of Recitations a week, sixteen.

A schedule of the Senior work would be much the same as the above.

AIM OF THE SCHOOL.

THE AIM of the department is to prepare young men and women to teach Elocution, Higher English and Physical Culture. Great care is exercised in the selection of pupils. We not only insist upon certain literary requirements for admission, but encourage and receive only

those who have special adaptability for elocutionary work; while those who fail to exhibit correct dramatic instincts are induced to give up the work at the end of the Junior Year. In order that graduates in Elocution may become self-supporting, and possess that power by which they may impress themselves upon the educational world, we have always insisted, as a necessary condition of graduation, and as an indispensable qualification for professional success, that pupils should be made superior readers and speakers.

It is a notable fact that no impressive reader or speaker is long without employment; for, with every exhibition of skill, admiration is excited and pupils are secured. The urgent demand of the time is for people who can illustrate their art, as well as talk about it.

METHOD OF INSTRUCTION.

An Eclectic Method Used.

NO PHILOSOPHICAL system or method is taught exclusively, but everything of practical value in any method is used. Methods are simply the ways in which great and successful teachers have done their work. Let not the students of Elocution be deceived by any pretentious claim that any method of work will lift them into fame and fortune. The philosopher's stone has not yet been found, nor has the *ultima Thule* of Elocutionary knowledge been reached. There are many methods yet to be developed; but vastly superior to all methods is the inspiring personality of great and successful teachers. Students are trained from the standpoint of the College, with special

reference to their preparation to teach Elocution, English and Physical Culture in Normal Schools, High Schools, Academies, and higher institutions of Learning.

ENROLLMENT.

Advice to Applicants.

IN MAKING application for admission to the Junior Class, please state what your educational advantages have been, and how far you have advanced in any course of study; also state the opinion of leading people in the community in which you live as to your probable success in pursuing a course in Elocution. *By reason of our peculiar organization, it is earnestly requested that all applications for admission to the Junior Class be made several weeks before the beginning of the Fall Term, September twentieth, so that the schedule of recitations and the hours for private training may be properly adjusted before the opening of the School.*

Graduates from other Schools, seeking advanced standing with us, are examined in the work of the Junior Year, and, if found proficient in knowledge and skill, are admitted to the Senior Class.

COURSE OF STUDY.

FIRST YEAR.

The text books used this year are Cumnock's Choice Readings (new and enlarged edition), and Russell's Vocal Culture. During the first year, instruction is given in the management and regulation of the breath; the proper use

of the body in the development of Vocal Energy; the most advanced knowledge of English Phonation; the most approved methods of acquiring a Distinct Articulation; the function of the Natural and Orotund Voices; the application of Force, Stress, Pitch, Rate, Quantity and Emphasis, and their importance as the dynamics of expressive speech; the use of inflection for the purpose of emphasis and melodious effect; the fundamental principles of Gesture and their application. Students are taught how exhaustion of the body in speaking may be overcome; how throat difficulties, occasioned by over-use or wrong use of the vocal organs, may be avoided; how harsh quality of voice may be removed, and pure musical quality acquired; how mannerisms in melody and inflectional forms may be remedied; how awkwardness in gesture may be conquered; how vocal practice should be regulated.

The practical results expected from the first year's training are:—

First:—An elegant and refined pronunciation of the English tongue.

Second:—An absolutely distinct utterance.

Third:—A flexible and melodious voice, by which the most pleasing intonations, and the most natural results in reading and speaking may be secured.

Fourth:—The development of the sensibilities, by which correct, instant and vigorous emotional expression, responsive to the thought, may be awakened.

SECOND YEAR.

Classification of the Old and New Testaments for the purpose of reading; Study of Hymnology and the Book of

Common Prayer, with special reference to the closing melody of clauses and sentences; Study and Delivery of the Masterpieces of English and American Eloquence; Critical study of the text of Shakespeare and Vocal Interpretation of the tragedies of Lear, Hamlet and Othello; Extended reading from the modern Poets and Prose Writers; Special Training in Characterization and Dialectic Forms of Speech; Advanced Training in Dramatic and Imaginative Literature; Study in Creative Gestural Expression.

Results expected from the second year's training:—

First:—The acquisition of a thoroughly artistic form in the reading of narrative, descriptive and didactic styles; also in the delivery of orations.

Second:—The skill to read, with melodious effect and expressive power, the Bible, Hymn Book and Liturgy.

Third:—Practical knowledge in the organization and management of elocutionary work in High Schools and Colleges; also in Teachers' Institutes and in University Extension Work.

Fourth:—The ability to analyze and interpret, at sight, any selection of varied expression.

Fifth:—The power to entertain and please as a public recitationist.

A POST-GRADUATE COURSE.

A course of one year is offered to all graduates of this School who desire to become more deeply acquainted with the great authors of English Literature, or to prepare themselves more fully for the exacting demands of public reading. This course involves the study and interpretation of the more important writings of the leading dramatists, poets and novelists.

Pupils in this course receive the special attention and instruction of the Director.

In English, a term is devoted to Rhetoric, and two terms to modern Poetry.

In Physical Culture, an advanced course for teachers is offered.

RHETORIC.

The Juniors meet three times a week throughout the year, for the study of Rhetoric and Meter. Three essays, seven hundred words in length, are required in connection with the work of each term. All written exercises are carefully examined and revised, and, when needed, personal advice and criticism is given. As a result of this work in Rhetoric, it is expected that the students will have:

First:—Command of a full, expressive and discriminating vocabulary.

Second:—Skill in the construction of sentences and paragraphs.

Third:—Ability to write rapidly, easily, and naturally, avoiding both the commonplace and the bombastic styles.

Fourth:—A habit of speaking the English Language in its purity.

Fifth:—A comprehensive knowledge of the figures of speech.

Sixth:—An increased appreciation of the excellences of good literature.

As a result of the work in the scansion of English verse, it is expected that the students will have:

First:—The ability to read poetry musically, as well as expressively.

Second:—An appreciation of the technical excellencies of good poetry.

The Seniors meet once a week, during the first two terms of the year, for advanced work in Rhetoric. The writing of paragraphs is required, and part of the time is devoted to Normal work.

ENGLISH LITERATURE.

The Seniors meet twice a week, throughout the year for this study. The Literature is taught in its development from century to century, so that in the end the subject may be reviewed as a whole. This involves some general work in history, such as a consideration of the racial characteristics of Saxons and Normans; and a review of the Fourteenth Century that shall assist in the reading of Chaucer; a review of the Fifteenth and Sixteenth Centuries that shall prepare the way for Spenser's allegories and Shakespeare's dramas; a familiarity with Puritan England that shall make it possible to read "Paradise Lost," not as a dry theological treatise, but as the representative poem of the Seventeenth Century; and such knowledge of the events of the Eighteenth and Nineteenth Centuries as shall aid in the interpretation of the more modern writers.

The student is made as familiar as possible with the greatest work of those great writers who represent the periods in which they lived, and, who one after another,

introduced new modes of thought and new styles of expression. No text-book is used, but the attention is concentrated upon the literature itself. The list of authors studied is not long as it has always been found desirable to read thoroughly, even at the risk of not reading widely. As the result of this work it is expected that the student will have:—

First:—Command of the Chaucerian, Spenserian and Shakesperian vocabularies, so that the English of the Fourteenth and Sixteenth Centuries may be intelligently and appreciatively read.

Second:—A familiarity with the leading facts in the biographies of Chaucer, Spenser, Shakespeare, Milton, Dryden, Addison, Pope, Goldsmith, Johnson, Cowper, Burns, Scott, Coleridge, Wordsworth and Byron; a comprehension of the influence exerted by the authors upon their periods, and by the periods upon the authors.

Third:—An understanding of the greatest works of these authors from the various standpoints of Aesthetics, Philosophy and Morals; ability to interpret and comment upon difficult passages.

Fourth:—A more discriminating literary taste, and the habit of reading critically.

Fifth:—A command of the subject that shall assist in teaching it according to the best and most approved methods.

All literature classes are greatly assisted by having access to the excellent English Library, selected with special reference to the needs of this department.

DETAILED SCHEDULE OF WORK IN ENGLISH.

OUTLINE OF JUNIOR WORK.

Rhetoric. Synonyms. Eight Essays. A study of the diction; the imagery, the leading thought of poetic masterpieces.

BOOKS REQUIRED. Clark's Rhetoric. Pancoast's Standard English Poems. Smith's Synonyms Discriminated.

FIRST TERM.

Subject of Style. Three Essays. A Study of Two Poems.

SECOND TERM.

Rhetorical Imagery. Synonyms. Three Essays.

THIRD TERM.

Poetic Diction. Scansion. Two Essays. Study of Four Poems.

OUTLINE OF SENIOR YEAR.

First Term—Two Hours.

BOOKS REQUIRED. Pancoast's English Literature; Pancoast's Standard English Poems; Garnett's Translation of Beowulf; Shakespeare's Julius Cæsar.

The following outline indicates the assignments for each week:—

1. Characteristics of the Celt. Characteristics of the Saxon. Study of the poem of Beowulf.

2. Northumbrian Literature: Coedman; Baeda; Rise of Literature under Alfred.

3. The Norman Conquest. The Latin Writers, Anglo-Norman Poetry. Celtic Literature. Revival of English. The Making of the Language.

4. Chaucer's Century: Chivalry; Socialism; The Church; The New Learning; Langland; Wyclif.

5. Chaucer's Life: Character; Literary History; Indebtedness to Dante and Boccaccio; Style; Narrative Power; Humor; Characterization.

6. The Revival of the New Learning in England: Italian Influence; Elizabethan England; Expression of the New Learning in Literature. Study of Julius Cæsar.

7. Spenser. A representative of the Renaissance; The Leading Characteristics of his Poetry.

8. The English Drama before Shakespeare. Shakespeare a part of a Dramatic Period. Preparation for the Elizabethan Drama. Influence of Patriotism on Growth of the Drama. Shakespeare's Predecessors. The Théâtre.

9. Shakespeare: Youth; School; In London; Retirement to Stratford; His Four Periods; Contemporaries.

Second Term—Three Hours.

1. The Puritan in England; Elizabethan and Puritan England; Civil War; The Reformation in England; The English Bible; Religious and Political Liberty.

2. Life of Milton. The Metaphysical Poets. Later Elizabethan Literature.

3. The Restoration. Changes at the Restoration; The French Influence. Dryden as a critic, as a satirist, as a lyrical writer, as a representative of his time.

4. Rise of Periodical Literature; Position of Authors; Club and Coffee Houses; Tattler and Spectator; Steele; Addison.

5. The History of the Novel; Origin; Daniel Defoe; Richardson, Fielding.

6. Swift. His Relations with Pope and Addison; Satires; Dispute in Regard to his Character.

7. Pope: Life; Literary History; Rank as a Poet; His Poetry.

8. Dr. Johnson. The Club; Johnson as a Man; as a Critic.

9. The Beginning of Modern Literature: Changes in Eighteenth Century England; in Religion; in Politics; in Literature; in Music; Social and Industrial Changes; Expansion of England; Rise of Modern Democracy.

Third Term—Two Hours.

1. Burns: Representative of the New England; Sympathy with Man and Nature; Democracy.

2. Wordsworth's View of Nature; Moral Teaching; Idealism; Personality; Influence.

3. Study of "To a Skylark;" "Lines on Revisiting Tintern Abbey;" "Intimations of Immortality."

4. Scott: Life; Character; Work; Style as a Poet; as a Novelist; Romanticism; Comparison with Wordsworth; The Waverly Novels.

5. Study of "The Lady of the Lake;" of the Battle Scene in Marmion.

6. Byron: Life; place in the Literary History; Spirit of Revolution; Study of Selections.

7. Tennyson: Life; Character; Nature and Books; Tennyson as a Poet of Nature; as a Poet of Man; the Poetry of Faith and Hope.

8. Study of "Idyls of the King."

9. Shelley. "Ode to the West Wind;" To a Skylark.

Each student is required to write twelve reports during the year.

First Term.

Report A, Beowulf; Report C, Spenser; Report B, Chaucer; Report D, Julius Cæsar.

Second Term.

Report A, Milton; Report C, Pope; Report B, Addison; Report D, Johnson.

Third Term.

Report A, Burns; Report C, Byron; Report B, Wordsworth; Report D, Tennyson.

POST-GRADUATE YEAR.

First Term.

Lectures on the Drama and the Study of Three of Shakespeare's Plays.

Second Term.

A Study of Four Plays.

Third Term.

Browning's Short Poems and Paracelsus.

PHYSICAL CULTURE.

Instruction in Physical Culture is given during the entire course. The number of members in each class is limited, so that personal attention may be paid to the individual needs of the pupils. The training is based upon the Delsarte Philosophy of Expression, and the Swedish and German systems of free movements and light gymnastics.

FIRST YEAR.

The aim of the first year's work is to acquire a symmetrical development of the body, as a basis for health and grace. Physical examinations are made of all students requiring personal attention, and special work is assigned to remove their disabilities. Exercises are given to remedy the following defects: *Weak abdominal muscles, side or lateral curvature of the spine, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body.* The general work includes Indian club, dumb-bell, wand, ball and pole drills, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of the muscles, and all devices in training that secure freedom of bodily action and excite instant and intelligent expression of thought and emotion. The results expected from the first year's training are: *First*:—A noble and graceful bearing, habitually maintained. *Second*:—Freedom from awkwardness and self-consciousness in gestural expression. *Third*:—Ease and precision in the movements of the body.

SECOND YEAR.

The second year's work is a natural outgrowth of the first, and embraces a wider range of training in the artistic and æsthetic forms of Physical Culture. Harmony in all the movements of the body, united with the power of unconscious and spontaneous physical expression, blended with elegance and ease of bodily poise, comprehend the leading features of the last year's work. The general training of this year is supplemented by a thorough normal training which develops into an analytical study of physical expression. Our primary object being the development of

the individual, as much personal attention as possible is given to each member of the School, and it is confidently expected that pupils will be able, when they complete this work, to teach intelligently the laws of physical expression, as related to gesture, attitude and bearing, and to apply them in the interpretation of all forms of literature.

To secure uniformity of costume, students are advised to procure their gymnasium suits in Evanston. Measures may be sent to the teacher of physical training, Miss Laura Lee, 1319 Hinman Avenue, Evanston, Ill.

ONE HUNDRED CLOTHES LOCKERS.

One hundred "Cumming's Metallic Clothes Lockers" have recently been set up in the Gymnasium for the use of the students. These lockers provide ample room for the accommodations of all gymnasium suits, and wearing apparel. Each locker has a special lock and key.

LOCATION.

Evanston, the seat of the University, is the most beautiful suburb of Chicago. It is situated twelve miles from the city, and on the shore of Lake Michigan. It is in all respects a model university town. The charter of the University prohibits the sale of intoxicating liquors within four miles of the University. As a result, Evanston is unusually free from immoral influences and the social dangers of city life. In addition to the intelligence and sobriety of the community, the manifold literary activity of the great University with which we are connected, is a constant inspiration to our students. The daily association with scholars of a high grade, the access to libraries, laboratories and museums, and the attendance upon lectures and literary exercises incident to college life, combine to liberalize the mind,

and to stimulate the ambition of all who come under their influence. Our proximity to Chicago gives us an opportunity to hear all the great orators, readers and histrionic artists of the world.

GOVERNMENT.

The same rules that obtain in the college of Liberal Arts, with reference to good conduct and faithful work, are enforced in this department. Students are left largely to their individual honor and moral sense.

RECITALS.

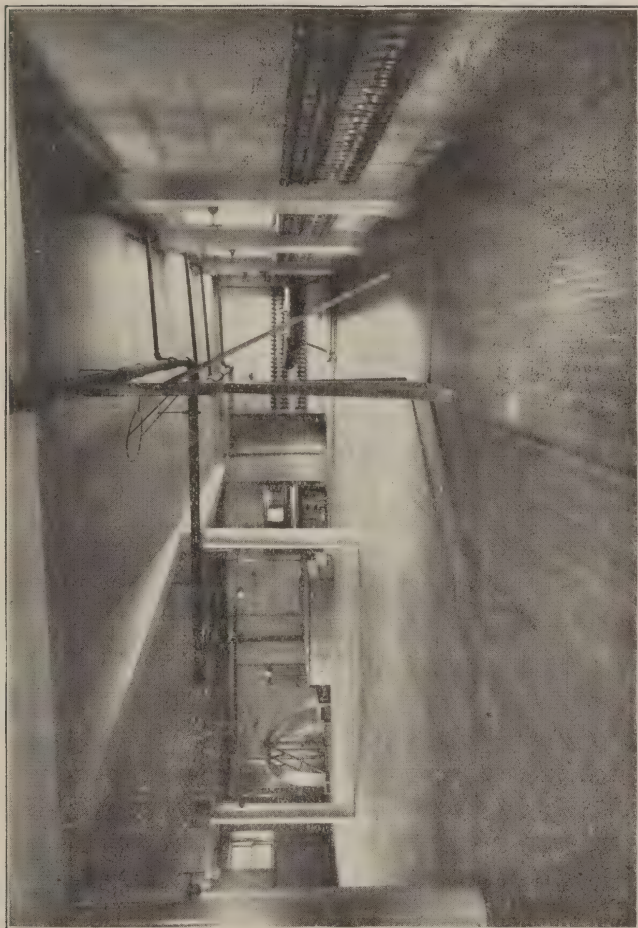
Recitals, in which the pupils of the School participate, are held on Wednesday and Friday afternoons. These exercises have been of the greatest benefit to the students, in giving them confidence before public audiences, and in stimulating them to the highest endeavor in formal recitation.

LITERARY AND DRAMATIC CLUB.

The Thalian Literary and Dramatic Club is an organization maintained by the students. Its object is to furnish and promote practical training in extemporaneous speaking and debate, in the management of parliamentary bodies, and in the study of Dramatic action and presentation. The Auditorium will be reserved for the use of the Club every Friday afternoon. Better facilities will thus be given to the students to conduct debates, to pass judgement upon the written and spoken exercises of each other, and to receive the benefit of mutual contact and criticism.

DIPLOMAS.

Students completing the course satisfactorily will be awarded the diploma of the University. Students completing the Post-Graduate Course are awarded the highest honor—the Post-Graduate Diploma.



THE GYMNASIUM.

HONORS.

Special mention on the program of the graduating exercises, will be made of those students, who, by diligence and original power, reach an exceptional excellence in any of the three subjects, which constitute the Course of Study; but in no case will this honor be conferred, unless the pupil has gained a high rank of scholarship in all the other departments of work in the School.

TUITION.

The cost of instruction is fifty dollars a term, payable in advance. This is the only charge made for tuition, and entitles the student to two private lessons a week, and instruction in all the classes in Elocution, English and Physical Culture. No tuition will be refunded except in case of *protracted illness*. In this event, half the amount paid will be returned, if application is made before the middle of the term.

EXPENSES.

Cost of living in Evanston ranges from three to seven dollars a week, according to location and accommodations. Meals in clubs from \$2.00 to \$3.00 a week. Lodgings in town from 75 cents to \$1.50 a week for each occupant of a room. Board with room, in families, from \$4.00 to \$7.00 a week. Cost of living at Willard Hall, including board, furnished room (except bed clothing, pillows and towels), light, fuel and washing of twelve plain pieces, is \$6.00 a week and upwards. One-half of the board bill is payable at the beginning of the term; the remaining half at the middle of the term. No deduction is made for absence during any part of a term, except in cases of protracted illness. The young ladies are under the personal care of the dean of Willard

Hall, who grants all permissions and excuses, advises in matters of health and well-being, and presides over the social life of the pupils. Cost of living at the College Cottage or Chapin Hall, including furnished room, light, fuel, and the washing of a dozen plain pieces, is \$125.00 for the entire school year. Each young lady does her own ironing, and assists in keeping the house in order. To secure rooms at Willard Hall, application should be made to Miss Effie P. Raitt, Willard Hall, Evanston, Ill. To secure admission to the College Cottage or Chapin Hall, address the corresponding secretary of the Woman's Educational Association, Evanston, Ill.

FREE USE OF ROOMS FOR VIGOROUS VOCAL PRACTICE.

Sixteen private rooms, in the Annie May Swift Hall, are provided for loud vocal practice. These rooms contain twenty-six hundred and fifty-six square feet of space, which is exclusively set aside for the benefit of our students. It is a question if any other school of oratory in America can afford, without compensation, to offer such facilities to its students. If rent were charged for such an amount of space it would increase the tuition of the student one-third. To every student, assignments of time for daily practice are made, at the opening of each term.

AID FOR STUDENTS.

Scholarships are awarded to needy and meritorious pupils to assist them in completing their course of study. Each scholarship yields, yearly, one hundred and fifty dollars, and is given to some student chosen by the Director from the Senior Class.

The following scholarships will be available the coming year:—

The Cumnock Scholarship, the gift of Mrs. Lulu Jones Cumnock, of Black River Falls, Wis.

The McMullen Scholarship, the gift of Mrs. Kate Virginia McMullen, of Evanston.

The Directors' Scholarship, the gift of R. L. Cumnock, of Evanston.

POSITIONS.

Institutions desiring teachers of Elocution trained from the standpoint of the College, are respectfully solicited to correspond with the Director.

CALENDAR for 1909-1910.

There are three terms in the school year, of ten weeks each:—

Spring Term, 1909, opens March twenty-second.

Fall Term, 1909, opens September twentieth.

Winter Term, 1910, opens January third.

Spring Term, 1910, opens March twenty-first.

CORRESPONDENCE.

All correspondence should be addressed to Doctor R. L. Cumnock, Evanston, Ill.

A WORD TO YOUNG MEN AND WOMEN.

The professions are crowded. The question of deciding upon a life-work is, yearly, becoming more difficult. This is the problem of all young men and women who have their way to make in the world.

The field open to graduates of this Department is worthy of investigation and consideration.

Our Universities, Colleges, and Normal Schools are yearly turning out a greater number of graduates. It is not now the easy matter it once was to find a lucrative position in the teaching profession. It can not readily be disputed that the field for teachers of the regular branches in High Schools, Normal Schools, and other institutions of learning is crowded; the supply exceeds the demand.

Perhaps, however, in no branch is the demand for capable teachers so growing and insistent as in Elocution and Physical Culture—especially when English is combined with these subjects. Again, the possibilities for remuneration from outside work in teaching, public reading and lecturing must not be overlooked. Many of our graduate teachers add to their regular income in this way.

TO COLLEGE GRADUATES.

If you expect to teach and have special adaptability in this line of work it will be worth your while to investigate the prospects that are before you on graduation from this School. Your Bachelor's Degree is no longer an uncommon thing; you are one of many. As a graduate of this Department you immediately step into a new field, where institutions of learning are eager to use you, and your superior attainments.

No able graduate of this School who has a college degree need remain long out of profitable employment.

POST-GRADUATES.

Balfour, Nina	Augusta, Ill.
Buck, Lillian Morgan.....	Elkton, S. D.
Dunlap, Clara May	Hopkinton, Ia.
Ferris, Wauneta August	Mitchell, S. D.
Grant, Nellie Allen	Sparta, Ill.
Haven, Elizabeth Cushman.....	Ottumwa, Ia.
Heimerdinger, Alma Valora	Paynesville, Minn.
Lutsch, Gertrude	Chicago, Ill.
Samuelson, Georgia Eleanor	New Windsor, Ill.
Wallace, Isabel	Spencer, Ia.
Ward, Winifred Louise	Eldora, Ia.
Willson, Maybelle, Lucile	Edgerton, Wis.

SENIORS.

Abernethy, Flossie Alma	Spokane, Wash.
Adams, Bessie Eleanor	Madison, Wis.
Andrews, Margaret Christiana	Huron, S. D.
Aronson, Sigrid Lenore	Evanston, Ill.
Barber, Isidore	Ludington, Mich.
Berryman, Ada Leaming	Chicago, Ill.
Boehrer, Blanche	Durand, Wis.
Bohri, Florence	Clark, S. D.
Boies, Ruth May	Quasqueton, Ia.
Botkin, Ina	New Point, Mo.
Brokaw, Eugenia	Kasbeer, Ill.
Caffray, Francis Andrew	Mound City, Mo.
Clarenbach, Louise	Sheboygan, Wis.
Corlis, Alida Elizabeth	Sabula, Ia.
Crutchfield, Floyd	Chicago, Ill.
Dallenbach, Hazel Anna	Champaign, Ill.
Dunkel, Emma Ware	Butte, Mont.
Dunn, Rachel Frances	Warren, O.
Fairchild, Effie	Flora, Ill.
Foster, Helen Madelyn	Washington, Pa.
Fugard, Zada Zoe	Pueblo, Colo.
Furnas, Lucile	Cedar Rapids, Ia.
Gehl, Wilhelmine	Traer, Ia.
Gilson, James Harold	Newton, Ia.

SENIORS—Continued.

Grove, Edna May	College Springs, Ia.
Harrison, Norma Rose	Cleveland, O.
Hillier, Lillian	Waukegan, Wis.
Holton, Mary Ward	Indianapolis, Ind.
Hotchkiss, Mary	Fox Lake, Wis.
Hyatt, Christiana	St. Louis, Mo.
Irish, Leita	Forest City, Ia.
Johnson, Lucene Helen	Logansport, Ind.
Keys, Freda Lorraine	Richland Center, Wis.
Kinney, Emma	Colfax, Wis.
Kramer, Mellie Josephine	Keota, Ia.
Martin, Grace June	Wessington, S. D.
McBurnett, Madeline	Rockport, Tex.
McClanahan, Helen Louise	Kirkwood, Ill.
McElrath, Alice Heathcote	Moville, Ia.
Moore, Mary Talbot	Ravenswood, W. Va.
Packard, Hazel	Redfield, S. D.
Parks, Addie Belle	Fillmore, Mo.
Powers, Gertrude Eloise	Grand Rapids, Mich.
Reedy, Hazel Edna	Toledo, Ia.
Rehwinkel, Frank Albert	Oshkosh, Wis.
Rogers, Irene Marguerite	Denver, Colo.
Rostock, Benjamin Franklin	Evanston, Ill.
Roth, Elfrieda, Henrietta	Sheboygan, Wis.
Roger, Carolina	Garnett, Kan.
Seyler, Mabel	Preemption, Ill.
Slocumb, Anna Marie	Quincy, Ill.
Smith, Coral	Morrisville, Mo.
Smith, Gladys Ayres	Webster City, Ia.
Stewart, Jennie	Livonia, N. Y.
Stout, Queen Bess	Tipton, Ia.
Swan, Bertha May	Wellington, Kan.
Trager, Bess Lucile	Jefferson, Wis.
Trew, Helen	West Farmington, O.
Vincent, Nellie	Park Falls, Wis.
Watkins, Ollie	Nevada, Tex.
Webster, Winifred Cecil	Cresco, Ia.

SENIORS—Continued.

Weese, Edith Mae	Joliet, Ill.
Wheeler, Emily Jeanette	Paw Paw, Ill.
Whiteway, Frances Ellen	Chicago, Ill.
Wright, Paul Blaine	Nebraska City, Neb.
Yourex, Kate Louise	Welland, Ont.

JUNIORS.

Abrams, Etta Pearl	Ray, Ind.
Adams, Bessie Eleanor	Madison, Wis.
Alden, Helen Gertrude	Grand Rapids, Mich.
Archer, Edna	Garnett, Kan.
Baker, Florence Elizabeth	Dennison, Ia.
Bakewell, Myrtle Mabel	Lansing, Ia.
Barry, Elizabeth	Sioux City, Ia.
Bassler, Edna May	Lima, O.
Blake, Cornelia Mary	Evanston, Ill.
Booth, Clio Safford	Evanston, Ill.
Brown, Hazel June	Peoria, Ill.
Bryant, Marjorie Adeline	Bloomington, Ill.
Bryant, Mary Edna	Malta, Ill.
Butterfield, Roxena	Mitchell, S. D.
Cadwell, Nellie Mae	Stewartville, Minn.
Conoway, Jessie Florence	York, Neb.
Cook, Sadie Lois	Lake Mills, Wis.
Countryman, Marguerite Marcella	Aberdeen, S. D.
Craymer, Loring G.	Morris, Ill.
Dalzell, Alice Love	Muir, Mich.
Deardorf, Bertha Kyle	Shadeland, Ind.
De Coudres, Frances Anna	Evanston, Ill.
Downes, Birdie May	Peoria, Ill.
Dunn, Laurinda Edith	Robinson, Ill.
Farlow, Jessie	Rapid City, S. D.
Farman, Florence	Rushville, Neb.
Fishel, Hazel Marie	Deadwood, S. D.
Fitch, Ernest Louis	Ludington, Mich.
Foley, Faith	Wawatosa, Wis.
Frantz, Eula May	Paw Paw, Ill.
Furman, Irene	Chicago, Ill.

JUNIORS—Continued.

Gilmore, Inez	Oneida, Kan.
Glaze, Etta Florence	Dayton, O.
Greenawalt, Helen Ankeny	Milledgeville, Ill.
Greene, Harry	Garnett, Kan.
Grimm, Hilda Mariette	Jefferson, Wis.
Griscom, Elwood, Jr.	Moorestown, N. J.
Hall, Estelle	Morgantown, W. Va.
Harper, Irene Gwendolyn	Evanston, Ill.
Higgins, Katharine	Stockton, Kan.
Hutchison, Katharine Philippa	Mineral Point, Wis.
Kaltenbrun, Caroline	Wilmette, Ill.
Kelley, Mae Elizabeth	Loda, Ill.
Kincaid, Grace	Springfield, Ill.
Martin, Isabella Bernardine	Eureka, Kan.
Matthews, Mayme	Franklin, Ind.
McCook, Allie May	Cresco, Ia.
McKnight, Clara Ellen	Chetopa, Kan.
Medbourne, Bess Emily	Culver, Ind.
Mitchell, Minnie Hughes	Whatcheer, Ia.
Moench, May Alice	Gowanda, N. Y.
Morey, Susie Grace	Manistee, Mich.
Nelson, Carrie G.	Reville, S. D.
Nickey, Gladys	Milwaukee, Wis.
Nusbaum, Leona	Middleburg, Ind.
Otter, Annie Mary	Clark, S. D.
Owens, Georgia May	Chicago, Ill.
Parks, Olive	Watertown, Wis.
Porter, Ivy B.	Momence, Ill.
Randall, Marion	Epworth, Ia.
Richards, Josephine	Edgar, Neb.
Roberts, Mary Ethel	Belle Fourche, S. D.
Rothrock, Elizabeth Lucile	Lafayette, Ind.
Ruthenberg, Florence Mabel	Muscatine, Ia.
Schafer, Stella	Melvin, Ill.
Shinn, Fannie Lloyd	Ames, Ia.
Silloway, Renia	Minneapolis, Minn.
Slane, Mabel Powell	Peoria, Ill.

JUNIORS—Continued.

Smith, Rachael	Montezuma, Ia.
Stewart, Anna	Indianapolis, Ind.
Sullivan, Alice Constance	Cherokee, Ia.
Strawman, Elsa	Anamosa, Ia.
Sweet, Boneita May	Andover, O.
Van Aken, Bertha Cook	Hillsdale, Mich.
Walker, Myrtle Elizabeth	Hazelhurst, Pa.
Warner, Marjorie	Faulkton, S. D.
Weeks, Fred Allan	St. Paul, Minn.
Welton, Fern Iris	Morris, Ill.
Weyer, Clara Elizabeth	Faribault, Minn.
Williams, Eula Frances	Princeton, Ill.
Wilson, Alla Jeannette	Reedsburg, Wis.
Wynkoop, Vera	Traverse City, Mich.

SPECIAL STUDENTS.

Armitage, Clyde	Evanston, Ill.
Baker, Edna	Evanston, Ill.
Barter, Percy	Evanston, Ill.
Barnstable, Reginald	Isabel, Kan.
Berryman, Ada	Ravenswood, Ill.
Bogardus, Emory	Belvidere, Ill.
Brown, Grace	Peoria, Ill.
Carter, Ruth	Evanston, Ill.
Carter, Allan	Evanston, Ill.
De Bra, Blanche	Mt. Vernon, Ia.
De Klotz, Fanny	Kirkman, Ia.
De Yoe, J. Willard	Norwood Park, Ill.
Edmondson, Charles	Evanston, Ill.
Edginton, Mrs. J.	Chicago Heights, Ill.
Edwards, Phirman	Chicago, Ill.
Ellis, John	Fairfield, Ill.
Everz, Marie	Evanston, Ill.
Gilbert, Grace	Onarga, Ill.
Gibson, Irma	South Bend, Ind.
Gradle, Roy	Chicago, Ill.
Grimes, Maggie	Decatur, Ohio.
Hagler, Esther	Milwaukee, Wis.

SPECIALS—Continued.

Hart, Lucy	Evanston, Ill.
Hawkshurst, Ralph	Evanston, Ill.
Haass, Felix	Butler, Ill.
Head, Cloyd	Chicago, Ill.
Hewitt, Mattie	Belvidere, Ill.
Hoon, Clarence	Kokomo, Ind.
Horning, Dorothy	Evanston, Ill.
Imlach, Jessie	Canada
Just, Eleanor	Minneapolis, Minn.
Kline, George	Evanston, Ill.
Kirkpatrick, Blaine	Raub, Ind.
King, Clyde	Independence, Mo.
Louchs, Vernon	Chicago, Ill.
McCord, Belle	Pocohontas, Ill.
McDade, Edwin	Redoat, Iowa.
Merry, Clem	Evanston, Ill.
McKinley, Grace	Chicago, Ill.
Moore, Gerald	Chicago, Ill.
Oloff, Lillian	Ypsilanti, Mich.
Perkins, Jeanette	Evanston, Ill.
Perkins, Margaret	Evanston, Ill.
Pooley, Eleanor	Evanston, Ill.
Porterfield, Jean	Marionette, Wis.
Pierce, Nelson	Edgewater, Ill.
Reed, Charles	Lyons, Kan.
Robbins, Robert	Tacoma, Wash.
Rodgers, Chas.	Strawberry Pt., Ia.
Rounnel, Fred	Evanston, Ill.
Schell, Viola	New Ulm, Minn.
Scott, Oriole	Evanston, Ill.
Shornon, Wiley	Evanston, Ill.
Shoyer, Jones	Painville, Ind.
Stewart, Arthur	Chicago, Ill.
Singleton, Willard	Evanston, Ill.
Somerville, Esther	Evanston, Ill.
Simmonds, James	Miami, Ohio.
Smith, Bert	Evanston, Ill.
Wallace, Isabel	Spencer, Ia.
Watson, Joseph	Monon, Ind.
Wermuth, William	Chicago, Ill.
Wilcox, Muriel	Hammond, Ind.
Winter, Otto	Belleville, Ill.

SUMMARY OF STUDENTS IN ELOCUTION.

SCHOOL OF ORATORY.

POST GRADUATES	12
SENIORS	66
JUNIORS	82
SPECIALS	67
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TOTAL	227

COLLEGE OF LIBERAL ARTS.

SENIORS	19
SOPHOMORES	40
FRESHMEN	95
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TOTAL	154

GARRETT BIBLICAL INSTITUTE.

SENIORS'	45
MIDDLERS	38
JUNIORS	75
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TOTAL	158
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GRAND TOTAL IN ALL DEPARTMENTS.....	539

SOME OF THE POSITIONS HELD BY GRADUATES OF THE SCHOOL.

- Edith Alexander, Elocution and English, High School, Hastings, Mich.
Florence F. Ashcraft, Department of Elocution and Physical Culture, Wellsville Conservatory, Wellsville, N. Y.
Flora E. Baldwin, Expression and Physical Culture, Eureka, Cal.
John Barnes, A. M., Director Department of Oratory, Cornell College, Mt. Vernon, Ia.
Evelyn Bargelt, Reader with Evelyn Bargelt Concert Company, Redpath Bureau.
Isabel Garghill Beecher, one of the few great readers of America.
Jane Butt, Faculty Member, Cumnock School of Expression, Los Angeles, Cal.
E. F. Biddle, English Literature and Public Speaking, Missouri Valley College, Marshal, Mo.
Olive Bower, Elocution and Physical Culture, Davenport College, Lenoir, N. C.
Lillian Bodenhamer, Chappell Hill Female College, Oratory and Physical Culture, Chappell Hill, Tex.
Lida Carpenter, Department of Oratory, Redfield College, Redfield, S. D.
John Chambers, A. M., Director School of Oratory, Franklin and Marshall College, Lancaster, Pa.
Bertha Clark, Teacher of Elocution and English, South Omaha High School, South Omaha, Neb.
Philura Cumnock, Teacher of Elocution and Physical Culture, The Cross School, Louisville, Ky.
Cornelia Cooper, Teacher of English and Elocution, Oshkosh High School, Wis.
Bertha Jennette Davis, Expression, American Conservatory of Music, Chicago, Ill.
Mildred Dalzell, Elocution and Physical Culture, man's College, Tallahassee, Fla.
George L. Dalgety, Department of Public Speaking, Kentucky Wesleyan College, Winchester, Ky.
Susie B. Davis, Director Department of Elocution, State Normal School, Macomb, Ill.
Ida Davis, Teacher of Physical Training, Yankton College, Yankton, S. D.
W. C. Dennis, A. M., Director School of Oratory, Central Holiness College, Oskaloosa, Ia.
Mary Agnes Doyle, Public Reader, with Slayton Bureau.
Louise Dickson, Teacher of Expression, Polytechnic High School, Los Angeles, Cal.
Nelye Dickson, Department of Oratory, Occidental College, Los Angeles, Cal.
Flossie Dillon, Elocution and Physical Culture, High School, Spokane, Wash.

Clara Dunlap, Department of Public Speaking, State Normal School,
 Milwaukee, Wis.
 Miriam Lee Earle, Department of Oratory, Swarthmore College,
 Swarthmore, Pa.
 Donna Bell Elder, English and Oratory, National Memorial Uni-
 versity, Mason City, Ia.
 Harriet Eells, Teacher of Elocution and Physical Culture, Leander
 Clark College, Toledo, Iowa.
 H. L. Eno, B. S., Professor of Debate and Oratory, State School,
 Tonkawa, Okla.
 Paula Frahm, Elocution and Physical Training, Annie Wright Semi-
 nary, Tacoma, Wash.
 Ruth Findlay, Department of Oratory, Mt. Union College, Alliance,
 Ohio.
 Ora Garver, Department of Expression and Physical Culture, How-
 ard Payne College, Fayette, Mo.
 Arthur Gates, A. B., Director of Department of Public Speaking,
 Miami University, Oxford, Ohio.
 Frank Gilson, A. B., Director School of Oratory, Southwestern
 Kansas University, Winfield, Kan.
 Mrs. Merrill Moore Grigg, Principal and Director of the Cumnock
 School of Expression, Los Angeles, Cal.
 Ray Gallagher, Teacher of Elocution and Physical Training, Ma-
 rionville Collegiate Institute, Mo.
 Grace Gilbert, Director Department of Oratory, Grand Prairie
 Seminary, Onarga, Ill.
 Ethel Grose, Department of Expression, Amity College, College
 Springs, Ia.
 Ruth Hemenway, Department of Oratory, Wesleyan University,
 Bloomington, Ill.
 Faith Hoyt, Elocution and Physical culture, Waterloo High School,
 Iowa.
 Jude Heald, Department of Oratory, So. Cleveland High School,
 Cleveland, Ohio.
 Edwina Hurlbut, Expression, High School, New Orleans, La.
 Clarion D. Hardy, A. B., Professor of Debate and Oratory, and
 Dramatic Literature, Dakota Wesleyan University, Mitchell, S. D.
 Alma Huston, English Literature, Elocution, Hagan Academy, Ha-
 gan, Ga.
 Walter James, A. B., Department of Debate and Oratory, Bellevue
 College, Bellevue, Neb.
 Arthur T. Jolley, A. B., Director School of Oratory, Genesee
 Wesleyan Seminary, Lima, N. Y.
 Sylvester King, Professor of Rhetoric and Public Address, Michi-
 gan Agricultural College, Lansing, Mich.
 Bertie Kirtley, Studio of Expression, Joplin, Mo.
 Rose Krieger, Expression and Physical Culture, Silliman Collegiate
 Institute, Parker, La.

J. L. Lardner, A. M., Professor of Debate and Oratory, S. N. S.,
 Terre Haute, Ind.
 Pearle Le Compte, Stephens College, Columbia, Mo.
 Ethel Long, Department of Expression, Normal School, Duluth,
 Minn.
 Edna Lowe, Teacher of Elocution and Physical Culture, Beaver
 College, Beaver, Pa.
 Jenne Morrow Long, Director of the Jenne Morrow Long College
 of Voice and Dramatic Action, San Francisco, Cal.
 Mary Master, Elocution and English, State Normal School, Kala-
 mazoo, Mich.
 Rose McNeven, Teacher of Elocution and Physical Culture, City
 High Schools, Appleton, Wis.
 Rosamond McIntyre, Department of Elocution, Drew Seminary,
 Carmel, N. Y.
 Margaret McCartney, Department of Oratory, Ft. Worth Univer-
 sity, Fort Worth, Tex.
 Grace Morris, Teacher of Elocution and Physical Culture, Marion
 Female College, Marion, Virginia.
 Elma Nilson, Teacher of Elocution, High School, Manitowac, Wis.
 Paul M. Peason, A. M., Reader and Lecturer, Professor of Oratory
 and English, Swarthmore College.
 Mary Pimlott, Teacher of Elocution and English Reading, City
 High Schools, Fort Gaines, Ga.
 Jean Porterfield, English and Expression, Marinette High School,
 Wis.
 Harry Pierce, Director Department of Oratory, Mt. Union College,
 Alliance, O.
 Frank Rarig, A. M., Debate and Oratory, State University, Minne-
 apolis, Minn.
 Maude Robertson, Elocution Teacher, Milwaukee High School, Wis.
 Alice Spalding, Teacher of Elocution and Physical Culture, Alle-
 gheny College and Unitarian Theological Seminary, Meadville,
 Pa.
 Hilda Solverson, Oratory and Physical Training, St. Olaf's College,
 Northfield, Minn.
 Pearl Stewart, Teacher of Elocution, Coe College, Cedar Rapids, Ia.
 Margaret J. Stewart, Throop Polytechnic Institute, Pasadena, Cal.
 Myrtle Strickler, Principal High School, Belvidere, Ill.
 Anna Suylandt, Teacher of Expression, Martin Female College,
 Pulaski, Tenn.
 Mabel Smith, Department of Public Speaking, Physical Training,
 Dakota Wesleyan University, Mitchell, S. D.
 Daisy Stanton, Ft. Edward Institute, Ft. Edward, N. Y.
 Gena Thompson, Public Schools, Wausau, Wis.
 Hugh Tilroe, A. B., Professor of English and Oratory, Syracuse
 University, Syracuse, N. Y.
 Fred M. Tisdell, Ph. D., President State University, Larimie, Wyo.

- J. Lorraine Truesdal, Department of Expression, State Normal School, River Falls, Wis.
- Mae Vawter, Department of Public Speaking, Lenox College, Hopkinton, Ia.
- Myrtle Van Petten, Department of Oratory, Cornell College, Mt. Vernon, Ia.
- Elsie Vanderpool, Teacher of Elocution and Physical Culture, University of Southern California, Los Angeles, Cal.
- Effyan Wambaugh, A. B., Teacher of Elocution and English, High School, Evanston, Ill.
- Charles Ward, English and Public Speaking, High School, Detroit, Mich.
- Mrs. Bessie George Webb, Grand Rapids Private School, Grand Rapids, Mich.
- J. W. Wetzel, A. M., Chair of Oratory, Yale University, New Haven, Conn.
- Beulah Wright, Director School of Oratory, University of Southern California, Los Angeles, Cal.
- Lucia May Wyant, Director of Elocution and Physical Culture, Public Schools, Dayton, Ohio.
- Rose Wilson, Department of Expression, Central University, Pella, Ia.
- Winifred Ward, Public Schools, Adrian, Mich.
- Elizabeth Yoder, School of Oratory, University of Southern California, Los Angeles, Cal.

A School of Oratory

By Bishop John H. Vincent.

“**T**HE VOICE,” said Zeno, “is the flower of beauty.” But this would be a weak and inadequate figure by which to set forth the mission of the institution we this day dedicate—this hall of speech.

Language is the condensation of all the arts of expression, for language is universal, flexible, creative, spiritual. In what we call eloquence, are to be found the essential elements of sculpture, painting, architecture and music, since the human imagination has power to transform the human speech it bears into an infinite variety of idea forms.

It is no slight office to teach men and women to be true artists; to give them power to transfer to the souls of contemplative listeners the world of life and art, and to kindle in them a passion for beauty and truth and goodness.

The impulse of expression in man is an essential and vital part of his nature. He thinks, he desires, he resolves, he declares. When the first rational man, conscious of self, attempted to express his thought to some other self, language began. The outcry of an animal following some unrecognized and involuntary impulse is not language, for language requires the consciousness of self, the recognition of another self, and the desire to attempt to communicate with him.

There is still another element in the art of expression. In all men imagination outreaches endeavor. A man creates a form, but by the eye of his imagination sees a more perfect form. He feels that there is more than the practical end to be accomplished. There is something which gives him pleasure and which gives pleasure to others. Thus he gratifies the sense within him which he calls the sense of the beautiful. He feels in it some harmony of sounds, some touch of color, some form of architecture, as in a column or an arch. Thus Beauty waits on Utility and we have as an outcome the art of dress, of architecture, of sculpture, of painting, of music—forms of expression by which the soul projects itself into the outer world and perpetuates itself in forms of its own creation.

So the human voice, first employed for purposes of utility to express need, desire and purpose, is used to awaken and minister to the sense of the beautiful, and thus by tones, articulations, inflec-

Oration delivered at the dedication of the Anna May Swift Memorial Hall of the School of Oratory of the Northwestern University, Evanston, Ill.

tions, pauses, emphasis, rythm, harmony, the art of elocution and the art of music are developed.

The most interesting feature of a new building is not in the style of its architecture, nor in its relation to a group of fine structures. It is not in the age or distinction of the institution which it represents, in the fame of its architect, nor in the worth of the men whose names it commemorates or through whose munificence it is erected. The true value of a building is to be found in the great idea, it embodies, and the end it aims to serve in the civilization to which it belongs.

In this classic town no other academic structure can look down with pity or look up with apology for the new hall to which we this day invite our guests.

Art may walk about this building with the smile of approval upon her face. Literature may rejoice. Science may claim an interest in the new venture, and Religion pronounce upon it her most reverent benediction. The architect need not conceal his name in the presence of the most rigid critics. The projector of this new movement, the head of this department of this University, has no reason for abating the joy of his triumph. And the contributors to this splendid edifice, whose good sense, good taste and liberal spirit have made this hour possible, may well congratulate each other, their leader, the University, and the citizens of this classic town.

This is a hall dedicated to human speech—the fragrant and lovely flower of the human voice.

What power the human voice has! It may raise the dead. Old literatures entombed in silent mounds for thousands of years may through the living voice come forth from pages of stone, parchment, and papyrus. They may again stir the air, sweep through living souls, give strength and gladness, and inspire men to new service.

Through the magic of human speech sweeter voices than those of the dead orators may repronounce the words that once wrought wonder among men, and these same words may work greater wonders. Eloquence that died when the old orators died may become eloquence again. The living voice gives new conditions and new opportunities to the now silent orators. Demosthenes and Isaiah may still thrill the living multitude.

The historic records by which we may have rescued, recognized and interpreted anew the deeds of the past may by the human voice be transmitted into living syllables for living ears. The heroisms of the dead past may be rehearsed in words, tones, accents, flushing cheeks and flashing eyes, and the quiet country home may feel the inspiration and the enthusiasm of the forum and the battlefields of long ago. Poems that lips never pronounced before, written by the solitary singer, may find utterance, exposition and conquest, long years after they were written.

In speech you have at command invisible weapons—swords of the spirit. In speech, spirit answers to spirit. By power that went through words Christ hushed the turbulent waves, raised the dead Lazarus, forgave sin and opened the gates of Heaven. The energy was in Him. Words were His messengers.

It is the mission of this hall to prepare men for oratory in the senate, at the bar, on the platform and in the pulpit; for scientific and philosophic work in the class room; for the interpretation of literature in public and in private; for professional teaching in the school; for reading in the home, in nursery and parlor; for the promotion of extemporaneous utterance and conversational facility, and incidentally, to pursue such studies and discipline in physiology, psychology, literature, rhetoric, history, and universal art as may give strength, self-command, and large resources in various fields.

This new building by the lake stands as an emphatic and eloquent protest against the perversion of the great art of elocution. It insists that there is a science which gives significance and power to the art; that the mastery of it requires thorough discipline through years of patient preparation. This school is not designed merely to meet the professional necessities of a class, but it is based upon a philosophy of expression which must be mastered by men and women who would distinguish themselves in the larger fields of the profession or render true service in more quiet spheres of life. This school is for men and women of all professions. It provides graduate and professional courses. There is no month in the whole college career when its services are not needed. It is designed to be accessible to the students in the preparatory school, and has a mission to fulfill in behalf of primary teachers, and mothers, recognizing the importance of elocutionary discipline when the child is in the nursery, beginning to prattle and to sing and to form the habits of speech which are to abide with him in after years. Elocution should be studied from matriculation to mastership. It should begin years before that—long before that; it should be continued after that—long after that. To this hall should come students of art and language, of law, of pedagogy, ministers and mothers, and the missionaries of the societies of Christian Endeavor and the Epworth League, who go to read to the "shut-in," the paralyzed, the blind, the old, aiming to comfort and strengthen the afflicted and to broaden the horizon of men and women in the most limited and lowliest life. There is no calling, there is no age for **which** this hall does not make provisions. Of all the structures on this ground it is, next to the church, the institution for all grades, all ages, and for all the years.

This Cumnock School of Oratory of necessity sustains a relation of large opportunity and immense responsibility to the School of Theology. Here our ministers are to be prepared for the pulpit; not for preaching alone, but for the reading of hymns, the reading of scripture, the offering of public prayer, and for those private offices

of religion in which the voice exercises such an important function. Too many ministers imagine that a knowledge of the laws of declamation or public delivery covers the work which the School of Oratory is to perform for them.

What the ministry needs is, first of all, the fundamental elements of power in the man who represents Christian ideas and the true mission of the church; *character*, clean, all-controlling conviction, the power of cultivated, sensitive, and dominating personality. He needs lofty ministerial ideas, a knowledge of society, the sympathy of the people born of practical sympathy with the people. With these elements of preparation the minister of to-day must have a thorough knowledge of the conventional rules which embody and apply the true philosophy of expression. These rules must be so inwrought into his soul that they become unconscious habits. They control him no more as regulations, but as dominating forces of his nature.

A few lessons in elocution, a single term in the School of Oratory are of very little service to a minister, whose bad habits are accentuated rather than alleviated by the limited knowledge he thus acquires. There are many bad habits of the pulpit—loudness, harshness, awkwardness, put-on pathos, excessive gesticulation—what an old fisherman criticized in his parson, “too much lobstering with his hands.” All these come from undue self-consciousness, from the absurd imitations of execrable examples which the young minister once imagined to be graceful and impressive.

We are met for the dedication of a School of Oratory, which shall for the century to come develop specialists in the art of speech—at the bar, in the senate, on the platform, in the pulpit, in the school room, in the college class room, in the home—and which shall awaken among the multitudes a new and intelligent interest in all that pertains to language.

During the past five years this School of Oratory under the direction of the Northwestern University, has been compelled to turn away scores of applicants, who, feeling their need, and knowing the good name and splendid success of the distinguished director of this school, were attracted hither.

Why should not the president of the University and the director of the School of Oratory aim to make this school one of the most famous in the world? Director Cumnock, in pursuance of this idea, which he himself originated, asked the executive committee to grant him a site on the campus, and pledged himself for the erection of a building large enough to accommodate three hundred pupils. It is the first building ever designed and used exclusively for elocutionary purposes in this country—probably in the world. It is not often that a teacher in an institution assumes such a financial burden as Professor Cumnock has assumed. It is the fruit of faith's enthusiasm. It is a school not merely of vocal training, but of general expression,

and especially of English—a school of English language, English history, English literature, and English composition.

With the facilities provided by the new building and with its unique and thorough organization, there will be no school of oratory east or west offering like advantages. It is the only school of the kind that has grown up under the fostering care of a great university. One of its chief advantages is in its provision for continuous private training with class work. It is not an institution for its own resident students of oratory alone, but for all students in the College of Liberal Arts and in the School of Theology.

I congratulate the University upon the fact that Professor Cumnock is the director of this school. He was for years at the head of the department of elocution at Chautauqua. As a public reader he appeared before our great amphitheater at least thirty-five times, and no man could command a larger audience. The variety of his *repertoire*, his versatility, naturalness, personal enthusiasm, general scholarship, fine taste and genuine sympathy render him as attractive as a public reader as he is successful and unsurpassed as a teacher and inspirer of others.

This Hall of Oratory commemorates one of the most beloved of your University students—Miss Annie May Swift—whose early death still casts a deep shadow over the hearts of all who knew her. It is in her memory that her father, a distinguished citizen of Chicago, has contributed so liberally toward the erection of this building. Miss Swift was a young woman of surpassing beauty, of superior scholarship, and of the highest Christian character.

This hall now becomes a part of this great University. It will some day be old—very old and very sacred. We this day consecrate it to high and holy uses. It now belongs to the present and to the future. It will some day belong to the past; and we who are here to-day shall be part of that past.

We are not yet able to fill this hall with the pictures and the statuary which should adorn it. But what art may not yet accomplish imagination can supply. I already see throughout the building busts and statuary of the great orators, teachers, statesmen, philosophers, preachers of the ages.

In the old temple of On at Heliopolis, consecrated to the worship of the sun, an ingenious priest devised a mirror, which, standing in the roofless temple and moved by clockwork through the hours of the day, every moment from the morning to the evening reflected the glory of the sun, and filled with his light the temple dedicated to his service. So may the altar of God stand in this temple of oratory, and the light of the Son of Righteousness be reflected in the hearts and faces and daily lives of the men and women, old and young, who shall enter these sacred precincts to gain Christlike characters, to speak truth in tones clear, simple, sincere, forcible, convincing and effective—for this is eloquence.

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1910-1911

ROBERT MCLEAN CUMNOCK, L. H. D.

DIRECTOR.

THIS CATALOGUE IS SENT WITH THE
COMPLIMENTS OF DOCTOR R. L. CUMNOCK.
WE HOPE IT MAY FALL INTO THE HANDS OF
SOME YOUNG PERSON IN YOUR CITY WHO HAS
DECIDED TALENT AND AMBITION IN THE DIREC-
TION OUTLINED IN OUR COURSE OF STUDY. WE
WOULD CALL SPECIAL ATTENTION
TO THE PARAGRAPH ON ENROLL-
MENT ON THE FOURTEENTH PAGE.

SCHOOL OF ORATORY

Northwestern University

UNIVERSITY OF ILLINOIS

EVANSTON, ILL.

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Robert McLean Cumnock, L. H. D.

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FACULTY OF INSTRUCTION.

ROBERT McLEAN CUMNOCK, L. H. D., DIRECTOR.

Laws of Vocal Expression and Dramatic Action.

Shakesperian and Bible Reading.

AGNESS LAW,

Dramatic Action and Expression.

JAMES LAWRENCE LARDNER, A. M.,

Dramatic Art and Presentation.

ISABELLA LOVEDALE,

Voice Culture and Interpretation.

ANNA GERLS PEASE,

English Literature and Rhetoric.

JULIA BETH FARRELL,

Expressive Reading and Dramatic Training.

JOSEPHINE FRANCES McGARRY,

Didactic Reading and Personation.

LAURA LEE,

Physical Training.

MARGARET GRACE GILBERT,

Orthoepy and Forensic Elocution.

HISTORY OF THE SCHOOL.

History and Gradual Development of the Department.

LIKE all experiments in education, this department of the University has passed through its period of trial and silence, and has slowly won the favor and support of college officials, as a necessary and useful agency in education. It is the only School of Oratory, so far as we have knowledge, that has sprung up and been developed in connection with a great institution of learning. Its founder and director has been, for many years, a college officer. The School graduated its first class in 1881, and, though it has been in active operation since 1878, it has conferred diplomas on but seven hundred and four pupils and sixty-eight post-graduate students.

Reasons for Slow Growth.

The reasons for this slow growth have been three-fold:—*First:* The entrance requirements have been so high that many have been denied admission because they could give no satisfactory evidence of preparation equivalent to a High School course—the lowest grade of scholarship accepted for admission. *Second:* We have never held out to any of our pupils assurance of graduation, however much time or money they may have expended in the prosecution of their studies, or however much theoretical knowledge of the subject they may have acquired. One of the essential conditions of graduation has been and always will be, under the present administration, *a high standard of excellence in reading and speaking.* *Third:* Back of all this there has been a distrust of creating a distinctively professional course

in Elocution, in preference to an extended and systematic training contemporaneous with the four years of college study. However, in the last thirty years a great change has taken place in our opinions of college education. At best, the college course is but a beginning, and the student at graduation finds himself but slightly acquainted with Philosophy, Economics, Chemistry, Physics, or any of the departments of linguistic study; and this holds true with even that subject which the pupil has selected and made his major work. No one, at the present time, feels thoroughly qualified to teach Chemistry or Latin without several years of special preparation. In like manner, the instruction in Elocution offered by our best institutions, is so insufficient that the average student, at graduation, has not acquired even a good style in ordinary reading and speaking, and is utterly unprepared to interpret the more difficult forms of dramatic and imaginative literature. Hence, this gradual evolution in the direction of advanced and special training has established the grade and province of this department of the University. We receive all college graduates who desire to prosecute the study of Elocution as a special subject, and others whose educational advantages have been such as to enable them to pursue this special work with success.

The growth of the school during the last few years has been so unexpectedly rapid, notwithstanding the high standard for admission and graduation, that measures were taken a few years ago to erect and equip a building for the special use of the Department. Before this, it had been impossible to accommodate the applicants for admission to the School, or to enlarge its attendance, by reason of the meager accommodations in University Hall. Now the beau-



THE AUDITORIUM.

tiful Annie May Swift Hall is capable of accommodating four hundred pupils, and is arranged with special reference to the needs of the three departments—Elocution, English and Physical Culture—which constitute the course of study. The new hall stands just northeast of the Liberal Arts Building, and near the lake shore. Many of the windows look directly upon the water, and from every point of view is beautiful. The building is of the Venetian style of architecture. The basement is of rock-faced Lemont limestone, and the upper stories are of buff-colored Roman brick and terra cotta. The roof is of red tile. There are three main entrances, the one on the south leading into the broad corridor that opens into the Auditorium, and the other two on the east and west sides of the building. The Auditorium, though not large, is the handsomest room in any one of the University buildings. No pillars obstruct the view, as the roof is supported by iron trusses stretching from the roof girders. The floor has a gentle incline to the stage from the sides and rear of the Auditorium, so that from every seat an excellent view may be obtained. In the southwest corner of the building is the Library and Reading Room, which is furnished with a carefully selected library for the use of the English department. The library is the gift of A. C. McClurg & Co., Chicago. In the southwest corner is the Reception Room. Both of these rooms are separated from the Auditorium by rolling partitions, which admit of their being made a part of it at any time. The seating capacity of the Auditorium, with the adjacent rooms, is five hundred.

The second story is divided into fifteen rooms for private instruction. All floors and partitions are deadened by an improved system of construction, so that vigorous

vocal work may be carried on in any room without disturbing the occupants of the room adjoining. Two recitation rooms, and six practice rooms have recently been finished on the upper floor. These improvements were found necessary to meet the growing wants of the School. On the ground floor is the Gymnasium. It is equipped with the most improved and modern appliances for the work of Physical Culture. This equipment is the gift of A. G. Spalding & Bros., of Chicago. It is readily apparent from the description of the building that very little climbing stairs is necessary, so that no student need be in danger of over-fatigue from that cause. The building is heated by steam, and lighted by both gas and electricity. The ventilation of the building is a special feature. The radiators are arranged in such a manner that fresh air from the outside of the building passes through them, and it is heated before it is discharged into the room. The foul air is carried away by means of ventilating registers in the face of the stage and overhead in the ceiling. These registers are connected with ventilating ducts, which run to the main boiler chimney, and carry off all impure and poisonous gases.

SPECIAL FEATURES OF THE SCHOOL.

All Classes in Elocution are Conducted by the Director.

THE whole school meets at ten o'clock every morning for the general class lesson in Literary and Vocal Interpretation; the Seniors meet twice a week for the study of Oratorical Address, for Bible, Hymn and Liturgic reading, and the study of Shakespeare; and the Juniors twice a

week for Vocal Culture, and the study of the Science of Elocution. In addition to this, the Post-Graduates meet twice a week, receiving practically the private training of the Director, who also conducts both the Junior and the Senior weekly recitals. It will be observed that the Director devotes an unusual number of hours to instruction, meeting the students in small classes as well as in the larger ones, thus giving each and every member of the school the benefit of his personal oversight and assistance.

Two Private Lessons a Week is the Second Special Feature.

It is a settled belief here, that no School of Elocution can succeed in graduating pupils of the highest order of excellence, without combining private instruction with class work. In addition to class instruction each pupil receives, weekly, two private lessons during the entire course of study. In this particular, the organization of the School is unique; and this feature, more than any other, has contributed to the successful prosecution of the work. It enables the instructor to remove at the outset, all the personal difficulties in the way of the beginner's advancement, and by direct stimulation and criticism to put the pupils into possession of a correct mechanical technique, and to train them carefully into all the excellencies of expressive speech.

One Hundred and Twenty Private Lessons During the Course.

It must be remembered that this private work is continuous, and aggregates during the two years, *one hundred and twenty lessons* for each pupil. This imposes upon the teaching force an immense amount of work; but the results have fully justified the outlay, and firmly convinced us of the necessity of the private training.



ROOM FOR PRIVATE INSTRUCTION.

Education of the Sensibilities.

The third special feature of the work is the *Education of the Sensibilities*. The utmost care is taken and every effort put forth in the education of the sensibilities, through the cultivation of the perceptive faculties and the imagination. The development of the emotional nature may be truly said to be the chief work of the School, involving more time and labor than all the technique of voice and gesture. Thought is the occasion of emotion, and, from the first private or class lesson to the last this simple, rational system of psychic development is taught. A cultivated imagination that creates and reveals the scene as perfectly to the soul as the natural eye could reveal it to the mind, is the secret and source of all eloquence or expressive speech. Join this to a *regulated judgment*, and you have the combination that unlocks every door that leads to successful reading and speaking. The education of the spiritual forces of our nature, by which we are made appreciative beings, is more necessary to our enjoyment and success in life than the education of the rational faculties of the mind.

Importance of Rhetoric and English Literature.

The fourth special feature of the School is the importance attached to a thorough study of *English Literature and kindred subjects*. An intelligent conception of the text must form the basis of all satisfactory interpretation. In a measure the requirements for admission secure this result; but advanced courses in English are pursued throughout the entire two years of study. The object of all this training is two-fold; *First*, to train the faculties of the mind to rapid and accurate thinking, that the reading may be intelligent and discriminating; *Second*, to prepare pupils to teach Eng-

lish Literature and Rhetoric in connection with the elocutionary work.

The fifth special feature is the training in *Physical Culture*. The objects aimed at in this work are:—*First*: To develop and strengthen all parts of the body for the purpose of grace and health. *Second*: To give the pupil perfect control of all the movements of the body. *Third*: To train the body to express, in intelligent action, the thoughts and emotions of the soul.

SPECIMEN SCHEDULE OF A WEEK'S WORK IN JUNIOR YEAR.

INSTRUCTOR	SUBJECT	MON.	TUES.	WED.	THUR	FRI.
Dr. Cumhock..	{ Interpretation... } Recitals.....	10A.M	10A.M.	10A.M. 3 P.M.	10A.M.	10A.M. 3 P.M.
Miss Law.....	Vocal Culture.....	.....	11A.M.	.....	11A.M.	.....
Mrs. Pease....	Rhetoric.....	.....	3P.M	11A.M.	3P.M.	.....
Miss Lee.....	Physical Culture..	11A.M.	.....	9A.M.	.....	.....
Private teacher	Private Lessons...	.....	2 P.M.	.....	.....	9A.M.

Number of Recitations a week, sixteen.

A schedule of the Senior work would be much the same as the above.

AIM OF THE SCHOOL.

THE AIM of the department is to prepare young men and women to teach Elocution, Higher English and Physical Culture. Great care is exercised in the selection of pupils. We not only insist upon certain literary requirements for admission, but encourage and receive only

those who have special adaptability for elocutionary work; while those who fail to exhibit correct dramatic instincts are induced to give up the work at the end of the Junior Year. In order that graduates in Elocution may become self-supporting, and possess that power by which they may impress themselves upon the educational world, we have always insisted, as a necessary condition of graduation, and as an indispensable qualification for professional success, that pupils should be made superior readers and speakers.

It is a notable fact that no impressive reader or speaker is long without employment; for, with every exhibition of skill, admiration is excited and pupils are secured. The urgent demand of the time is for people who can illustrate their art, as well as talk about it.

METHOD OF INSTRUCTION.

An Eclectic Method Used.

NO PHILOSOPHICAL system or method is taught exclusively, but everything of practical value in any method is used. Methods are simply the ways in which great and successful teachers have done their work. Let not the students of Elocution be deceived by any pretentious claim that any method of work will lift them into fame and fortune. The philosopher's stone has not yet been found, nor has the *ultima Thule* of Elocutionary knowledge been reached. There are many methods yet to be developed; but vastly superior to all methods is the inspiring personality of great and successful teachers. Students are trained from the standpoint of the College, with special

reference to their preparation to teach Elocution, English and Physical Culture in Normal Schools, High Schools, Academies, and higher institutions of Learning.

ENROLLMENT.

Advice to Applicants.

IN MAKING application for admission to the Junior Class, please state what your educational advantages have been, and how far you have advanced in any course of study; also state the opinion of leading people in the community in which you live as to your probable success in pursuing a course in Elocution. *By reason of our peculiar organization, it is earnestly requested that all applications for admission to the Junior Class be made several weeks before the beginning of the Fall Term, September nineteenth, so that the schedule of recitations and the hours for private training may be properly adjusted before the opening of the School.*

Graduates from other Schools, seeking advanced standing with us, are examined in the work of the Junior Year, and, if found proficient in knowledge and skill, are admitted to the Senior Class.

COURSE OF STUDY.

FIRST YEAR.

The text books used this year are Cumnock's Choice Readings (new and enlarged edition), and Russell's Vocal Culture. During the first year, instruction is given in the management and regulation of the breath; the proper use

of the body in the development of Vocal Energy; the most advanced knowledge of English Phonation; the most approved methods of acquiring a Distinct Articulation; the function of the Natural and Orotund Voices; the application of Force, Stress, Pitch, Rate, Quantity and Emphasis, and their importance as the dynamics of expressive speech; the use of inflection for the purpose of emphasis and melodious effect; the fundamental principles of Gesture and their application. Students are taught how exhaustion of the body in speaking may be overcome; how throat difficulties, occasioned by over-use or wrong use of the vocal organs, may be avoided; how harsh quality of voice may be removed, and pure musical quality acquired; how mannerisms in melody and inflectional forms may be remedied; how awkwardness in gesture may be conquered; how vocal practice should be regulated.

The practical results expected from the first year's training are:—

First:—An elegant and refined pronunciation of the English tongue.

Second:—An absolutely distinct utterance.

Third:—A flexible and melodious voice, by which the most pleasing intonations, and the most natural results in reading and speaking may be secured.

Fourth:—The development of the sensibilities, by which correct, instant and vigorous emotional expression, responsive to the thought, may be awakened.

SECOND YEAR.

Classification of the Old and New Testaments for the purpose of reading; Study of Hymnology and the Book of

Common Prayer, with special reference to the closing melody of clauses and sentences; Study and Delivery of the Masterpieces of English and American Eloquence; Critical study of the text of Shakespeare and Vocal Interpretation of the tragedies of Lear, Hamlet and Othello; Extended reading from the modern Poets and Prose Writers; Special Training in Characterization and Dialectic Forms of Speech; Advanced Training in Dramatic and Imaginative Literature; Study in Creative Gestural Expression.

Results expected from the second year's training:—

First:—The acquisition of a thoroughly artistic form in the reading of narrative, descriptive and didactic styles; also in the delivery of orations.

Second:—The skill to read, with melodious effect and expressive power, the Bible, Hymn Book and Liturgy.

Third:—Practical knowledge in the organization and management of elocutionary work in High Schools and Colleges; also in Teachers' Institutes and in University Extension Work.

Fourth:—The ability to analyze and interpret, at sight, any selection of varied expression.

Fifth:—The power to entertain and please as a public recitationist.

A POST-GRADUATE COURSE.

A course of one year is offered to all graduates of this School who desire to become more deeply acquainted with the great authors of English Literature, or to prepare themselves more fully for the exacting demands of public reading. This course involves the study and interpretation of the more important writings of the leading dramatists, poets and novelists.

Pupils in this course receive the special attention and instruction of the Director.

In English, a term is devoted to Rhetoric, and two terms to modern Poetry.

In Physical Culture, an advanced course for teachers is offered.

RHETORIC.

The Juniors meet three times a week throughout the year, for the study of Rhetoric and Meter. Three essays, seven hundred words in length, are required in connection with the work of each term. All written exercises are carefully examined and revised, and, when needed, personal advice and criticism is given. As a result of this work in Rhetoric, it is expected that the students will have:

First:—Command of a full, expressive and discriminating vocabulary.

Second:—Skill in the construction of sentences and paragraphs.

Third:—Ability to write rapidly, easily, and naturally, avoiding both the commonplace and the bombastic styles.

Fourth:—A habit of speaking the English Language in its purity.

Fifth:—A comprehensive knowledge of the figures of speech.

Sixth:—An increased appreciation of the excellences of good literature.

As a result of the work in the scansion of English verse, it is expected that the students will have:

First:—The ability to read poetry musically, as well as expressively.

Second:—An appreciation of the technical excellencies of good poetry.

The Seniors meet once a week, during the first two terms of the year, for advanced work in Rhetoric. The writing of paragraphs is required, and part of the time is devoted to Normal work.

ENGLISH LITERATURE.

The Seniors meet twice a week, throughout the year for this study. The Literature is taught in its development from century to century, so that in the end the subject may be reviewed as a whole. This involves some general work in history, such as a consideration of the racial characteristics of Saxons and Normans; and a review of the Fourteenth Century that shall assist in the reading of Chaucer; a review of the Fifteenth and Sixteenth Centuries that shall prepare the way for Spenser's allegories and Shakespeare's dramas; a familiarity with Puritan England that shall make it possible to read "Paradise Lost," not as a dry theological treatise, but as the representative poem of the Seventeenth Century; and such knowledge of the events of the Eighteenth and Nineteenth Centuries as shall aid in the interpretation of the more modern writers.

The student is made as familiar as possible with the greatest work of those great writers who represent the periods in which they lived, and, who one after another,

introduced new modes of thought and new styles of expression. No text-book is used, but the attention is concentrated upon the literature itself. The list of authors studied is not long as it has always been found desirable to read thoroughly, even at the risk of not reading widely. As the result of this work it is expected that the student will have:—

First:—Command of the Chaucerian, Spenserian and Shakesperian vocabularies, so that the English of the Fourteenth and Sixteenth Centuries may be intelligently and appreciatively read.

Second:—A familiarity with the leading facts in the biographies of Chaucer, Spenser, Shakespeare, Milton, Dryden, Addison, Pope, Goldsmith, Johnson, Cowper, Burns, Scott, Coleridge, Wordsworth and Byron; a comprehension of the influence exerted by the authors upon their periods, and by the periods upon the authors.

Third:—An understanding of the greatest works of these authors from the various standpoints of Aesthetics, Philosophy and Morals; ability to interpret and comment upon difficult passages.

Fourth:—A more discriminating literary taste, and the habit of reading critically.

Fifth:—A command of the subject that shall assist in teaching it according to the best and most approved methods.

All literature classes are greatly assisted by having access to the excellent English Library, selected with special reference to the needs of this department.

DETAILED SCHEDULE OF WORK IN ENGLISH.

OUTLINE OF JUNIOR WORK.

Rhetoric. Synonyms. Eight Essays. A study of the diction; the imagery, the leading thought of poetic masterpieces.

BOOKS REQUIRED. Clark's Rhetoric. Pancoast's Standard English Poems. Smith's Synonyms Discriminated.

FIRST TERM.

Subject of Style. Three Essays. A Study of Two Poems.

SECOND TERM.

Rhetorical Imagery. Synonyms. Three Essays.

THIRD TERM.

Poetic Diction. Scansion. Two Essays. Study of Four Poems.

OUTLINE OF SENIOR YEAR.

First Term—Two Hours.

BOOKS REQUIRED. Pancoast's English Literature; Pancoast's Standard English Poems; Garnett's Translation of Beowulf; Shakespeare's Julius Cæsar.

The following outline indicates the assignments for each week:—

1. Characteristics of the Celt. Characteristics of the Saxon. Study of the poem of Beowulf.
2. Northumbrian Literature: Coedman; Baeda; Rise of Literature under Alfred.
3. The Norman Conquest. The Latin Writers, Anglo-Norman Poetry. Celtic Literature. Revival of English. The Making of the Language.

4. Chaucer's Century: Chivalry; Socialism; The Church; The New Learning; Langland; Wyclif.

5. Chaucer's Life: Character; Literary History; Indebtedness to Dante and Boccaccio; Style; Narrative Power; Humor; Characterization.

6. The Revival of the New Learning in England: Italian Influence; Elizabethan England; Expression of the New Learning in Literature. Study of Julius Cæsar.

7. Spenser. A representative of the Renaissance; The Leading Characteristics of his Poetry.

8. The English Drama before Shakespeare. Shakespeare a part of a Dramatic Period. Preparation for the Elizabethan Drama. Influence of Patriotism on Growth of the Drama. Shakespeare's Predecessors. The Theatre.

9. Shakespeare: Youth; School; In London; Retirement to Stratford; His Four Periods; Contemporaries.

Second Term—Three Hours.

1. The Puritan in England; Elizabethan and Puritan England; Civil War; The Reformation in England; The English Bible; Religious and Political Liberty.

2. Life of Milton. The Metaphysical Poets. Later Elizabethan Literature.

3. The Restoration. Changes at the Restoration; The French Influence. Dryden as a critic, as a satirist, as a lyrical writer, as a representative of his time.

4. Rise of Periodical Literature; Position of Authors; Club and Coffee Houses; Tattler and Spectator; Steele; Addison.

5. The History of the Novel; Origin; Daniel Defoe; Richardson, Fielding.

6. Swift. His Relations with Pope and Addison; Satires; Dispute in Regard to his Character.

7. Pope: Life; Literary History; Rank as a Poet; His Poetry.

8. Dr. Johnson. The Club; Johnson as a Man; as a Critic.

9. The Beginning of Modern Literature: Changes in Eighteenth Century England; in Religion; in Politics; in Literature; in Music; Social and Industrial Changes; Expansion of England; Rise of Modern Democracy.

Third Term—Two Hours.

1. Burns: Representative of the New England; Sympathy with Man and Nature; Democracy.

2. Wordsworth's View of Nature; Moral Teaching; Idealism; Personality; Influence.

3. Study of "To a Skylark;" "Lines on Revisiting Tintern Abbey;" "Intimations of Immortality."

4. Scott: Life; Character; Work; Style as a Poet; as a Novelist; Romanticism; Comparison with Wordsworth; The Waverly Novels.

5. Study of "The Lady of the Lake;" of the Battle Scene in Marmion.

6. Byron: Life; place in the Literary History; Spirit of Revolution; Study of Selections.

7. Tennyson: Life; Character; Nature and Books; Tennyson as a Poet of Nature; as a Poet of Man; the Poetry of Faith and Hope.

8. Study of "Idyls of the King."

9. Shelley. "Ode to the West Wind;" To a Skylark.

Each student is required to write twelve reports during the year.

First Term.

Report A, Beowulf; Report C, Spenser; Report B, Chaucer; Report D, Julius Cæsar.

Second Term.

Report A, Milton; Report C, Pope; Report B, Addison; Report D, Johnson.

Third Term.

Report A, Burns; Report C, Byron; Report B, Wordsworth; Report D, Tennyson.

POST-GRADUATE YEAR.

First Term.

Lectures on the Drama and the Study of Three of Shakespeare's Plays.

Second Term.

A Study of Four Plays.

Third Term.

Browning's Short Poems and Paracelsus.

PHYSICAL CULTURE.

Instruction in Physical Culture is given during the entire course. The number of members in each class is limited, so that personal attention may be paid to the individual needs of the pupils. The training is based upon the Delsarte Philosophy of Expression, and the Swedish and German systems of free movements and light gymnastics.

FIRST YEAR.

The aim of the first year's work is to acquire a symmetrical development of the body, as a basis for health and grace. Physical examinations are made of all students requiring personal attention, and special work is assigned to remove their disabilities. Exercises are given to remedy the following defects: *Weak abdominal muscles, side or lateral curvature of the spine, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body.* The general work includes Indian club, dumb-bell, wand, ball and pole drills, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of the muscles, and all devices in training that secure freedom of bodily action and excite instant and intelligent expression of thought and emotion. The results expected from the first year's training are: *First*:—A noble and graceful bearing, habitually maintained. *Second*:—Freedom from awkwardness and self-consciousness in gestural expression. *Third*:—Ease and precision in the movements of the body.

SECOND YEAR.

The second year's work is a natural outgrowth of the first, and embraces a wider range of training in the artistic and æsthetic forms of Physical Culture. Harmony in all the movements of the body, united with the power of unconscious and spontaneous physical expression, blended with elegance and ease of bodily poise, comprehend the leading features of the last year's work. The general training of this year is supplemented by a thorough normal training which develops into an analytical study of physical expression. Our primary object being the development of

the individual, as much personal attention as possible is given to each member of the School, and it is confidently expected that pupils will be able, when they complete this work, to teach intelligently the laws of physical expression, as related to gesture, attitude and bearing, and to apply them in the interpretation of all forms of literature.

To secure uniformity of costume, students are advised to procure their gymnasium suits in Evanston. Measures may be sent to the teacher of physical training, Miss Laura Lee, 1319 Hinman Avenue, Evanston, Ill.

ONE HUNDRED CLOTHES LOCKERS.

One hundred "Cumming's Metallic Clothes Lockers" have recently been set up in the Gymnasium for the use of the students. These lockers provide ample room for the accommodations of all gymnasium suits, and wearing apparel. Each locker has a special lock and key.

LOCATION.

Evanston, the seat of the University, is the most beautiful suburb of Chicago. It is situated twelve miles from the city, and on the shore of Lake Michigan. It is in all respects a model university town. The charter of the University prohibits the sale of intoxicating liquors within four miles of the University. As a result, Evanston is unusually free from immoral influences and the social dangers of city life. In addition to the intelligence and sobriety of the community, the manifold literary activity of the great University with which we are connected, is a constant inspiration to our students. The daily association with scholars of a high grade, the access to libraries, laboratories and museums, and the attendance upon lectures and literary exercises incident to college life, combine to liberalize the mind,

and to stimulate the ambition of all who come under their influence. Our proximity to Chicago gives us an opportunity to hear all the great orators, readers and histrionic artists of the world.

GOVERNMENT.

The same rules that obtain in the college of Liberal Arts, with reference to good conduct and faithful work, are enforced in this department. Students are left largely to their individual honor and moral sense.

RECITALS.

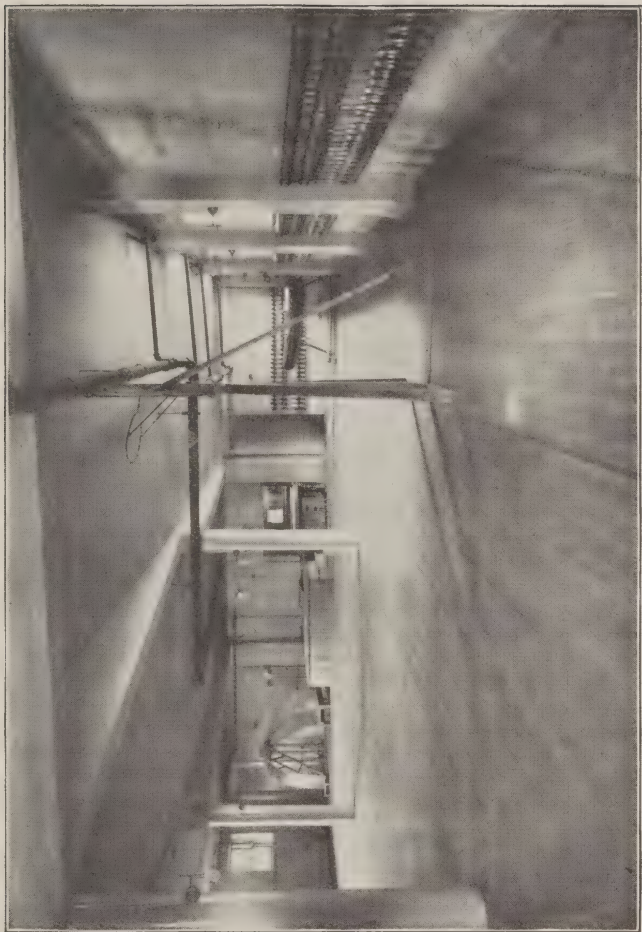
Recitals, in which the pupils of the School participate, are held on Wednesday and Friday afternoons. These exercises have been of the greatest benefit to the students, in giving them confidence before public audiences, and in stimulating them to the highest endeavor in formal recitation.

LITERARY AND DRAMATIC CLUB.

The Thalian Literary and Dramatic Club is an organization maintained by the students. Its object is to furnish and promote practical training in extemporaneous speaking and debate, in the management of parliamentary bodies, and in the study of Dramatic action and presentation. The Auditorium will be reserved for the use of the Club every Friday afternoon. Better facilities will thus be given to the students to conduct debates, to pass judgement upon the written and spoken exercises of each other, and to receive the benefit of mutual contact and criticism.

DIPLOMAS.

Students completing the course satisfactorily will be awarded the diploma of the University. Students completing the Post-Graduate Course are awarded the highest honor—the Post-Graduate Diploma.



THE GYMNASIUM.

HONORS.

Special mention on the program of the graduating exercises, will be made of those students, who, by diligence and original power, reach an exceptional excellence in any of the three subjects, which constitute the Course of Study; but in no case will this honor be conferred, unless the pupil has gained a high rank of scholarship in all the other departments of work in the School.

TUITION.

The cost of instruction is fifty dollars a term, payable in advance. This is the only charge made for tuition, and entitles the student to two private lessons a week, and instruction in all the classes in Elocution, English and Physical Culture. No tuition will be refunded except in case of *protracted illness*. In this event, half the amount paid will be returned, if application is made before the middle of the term.

EXPENSES.

Cost of living in Evanston ranges from three to seven dollars a week, according to location and accommodations. Meals in clubs from \$2.00 to \$3.00 a week. Lodgings in town from 75 cents to \$1.50 a week for each occupant of a room. Board with room, in families, from \$4.00 to \$7.00 a week. Cost of living at Willard Hall, including board, furnished room (except bed clothing, pillows and towels), light, fuel and washing of twelve plain pieces, is \$6.00 a week and upwards. One-half of the board bill is payable at the beginning of the term; the remaining half at the middle of the term. No deduction is made for absence during any part of a term, except in cases of *protracted illness*. The young ladies are under the personal care of the dean of Willard

Hall, who grants all permissions and excuses, advises in matters of health and well-being, and presides over the social life of the pupils. Cost of living at the College Cottage or Chapin Hall, including furnished room, light, fuel, and the washing of a dozen plain pieces, is \$125.00 for the entire school year. Each young lady does her own ironing, and assists in keeping the house in order. To secure rooms at Willard Hall, application should be made to Miss Effie P. Raitt, Willard Hall, Evanston, Ill. To secure admission to the College Cottage or Chapin Hall, address the corresponding secretary of the Woman's Educational Association, Evanston, Ill.

FREE USE OF ROOMS FOR VIGOROUS VOCAL PRACTICE.

Sixteen private rooms, in the Annie May Swift Hall, are provided for loud vocal practice. These rooms contain twenty-six hundred and fifty-six square feet of space, which is exclusively set aside for the benefit of our students. It is a question if any other school of oratory in America can afford, without compensation, to offer such facilities to its students. If rent were charged for such an amount of space it would increase the tuition of the student one-third. To every student, assignments of time for daily practice are made, at the opening of each term.

AID FOR STUDENTS.

Scholarships are awarded to needy and meritorious pupils to assist them in completing their course of study. Each scholarship yields, yearly, one hundred and fifty dollars, and is given to some student chosen by the Director from the Senior Class.

The following scholarships will be available the coming year:—

The Cumnock Scholarship, the gift of Mrs. Lulu Jones Cumnock, of Black River Falls, Wis.

The McMullen Scholarship, the gift of Mrs. Kate Virginia McMullen, of Evanston.

The Directors' Scholarship, the gift of R. L. Cumnock, of Evanston.

POSITIONS.

Institutions desiring teachers of Elocution trained from the standpoint of the College, are respectfully solicited to correspond with the Director.

CALENDAR for 1910-1911.

There are three terms in the school year, of ten weeks each:—

Spring Term, 1910, opens March twenty-first.

Fall Term, 1910, opens September nineteenth.

Winter Term, 1911, opens January second.

Spring Term, 1911, opens March twentieth.

CORRESPONDENCE.

All correspondence should be addressed to Doctor R. L. Cumnock, Evanston, Ill.

A WORD TO YOUNG MEN AND WOMEN.

The professions are crowded. The question of deciding upon a life-work is, yearly, becoming more difficult. This is the problem of all young men and women who have their way to make in the world.

The field open to graduates of this Department is worthy of investigation and consideration.

Our Universities, Colleges, and Normal Schools are yearly turning out a greater number of graduates. It is not now the easy matter it once was to find a lucrative position in the teaching profession. It can not readily be disputed that the field for teachers of the regular branches in High Schools, Normal Schools, and other institutions of learning is crowded; the supply exceeds the demand.

Perhaps, however, in no branch is the demand for capable teachers so growing and insistent as in Elocution and Physical Culture—especially when English is combined with these subjects. Again, the possibilities for remuneration from outside work in teaching, public reading and lecturing must not be overlooked. Many of our graduate teachers add to their regular income in this way.

TO COLLEGE GRADUATES.

If you expect to teach and have special adaptability in this line of work it will be worth your while to investigate the prospects that are before you on graduation from this School. Your Bachelor's Degree is no longer an uncommon thing; you are one of many. As a graduate of this Department you immediately step into a new field, where institutions of learning are eager to use you, and your superior attainments.

No able graduate of this School who has a college degree need remain long out of profitable employment.

POST-GRADUATES.

Aronson, Sigrid Lenore.....	Evanston, Ill.
Berryman, Ada Leaming.....	Chicago, Ill.
Davies, Blanche	Evanston, Ill.
Dunlap, Clara May.....	Hopkinton, Ia.
Harrison, Norma Rose.....	Cleveland, O.
Keys, Freda Lorraine.....	Richland Center, Wis.
Loomis, Mabel Jane.....	Academy, S. D.
Martin, Portia	Baraboo, Wis.
Trager, Bess Lucile	Jefferson, Wis.
Ward, Winifred Louise.....	Eldora, Ia.
Webster, Winifred Cecil.....	Cresco, Ia.
Wrate, Jane Elsie.....	Belvidere, Ill.
Wright, Florence Caroline.....	Indianapolis, Ind.

SENIORS.

Abrams, Etta Pearl.....	Ray, Ind.
Albright, Carol E.....	Winfield, Kan.
Archer, Edna	Garnett, Kan.
Baker, Elizabeth Florence	Denison, Ia.
Baker, Rose Evelyn	Mechanicsville, Ia.
Bakewell, Myrtle Mabel.....	Lansing, Ia.
Barnes, Myrtie Adella.....	Evanston, Ill.
Barry, Elizabeth	Sioux City, Ia.
Bassler, Edna May.....	Lima, O.
Booth, Clio Safford.....	Evanston, Ill.
Brown, Hazel June.....	Peoria, Ill.
Bryant, Marjorie Adeline.....	Bloomington, Ill.
Bryant, Mary Edna.....	Malta, Ill.
Burgess, Chloe Helene.....	Monona, Ia.
Butterfield, Roxena	Mitchell, S. D.
Caldwell, E. Juniata	Toledo Ia.
Countryman, Marguerite Marcella.....	Aberdeen, S. D.
Craymer, Loring G.....	Morris, Ill.
Dalzell, Alice Love.....	Muir, Mich.
Davidson, Blanche Marie.....	Sparland, Ill.
Deardorf, Bertha Kyle.....	Shadeland, Ind.
De Coudres, Frances Anna.....	Evanston, Ill.
Dooley, Lillian Allene.....	LeRoy, Ill.

SENIORS—Continued.

Downes, Birdie May.....	Peoria, Ill.
Dunn, Laurinda Edith	Robinson, Ill.
Farlow, Jessie	Rapid City, S. D.
Farman, Florence	Rushville, Neb.
Fishel, Hazel Marie.....	Deadwood, S. D.
Fitch, Ernest Louis.....	Ludington, Mich.
Foley, Faith	Wawatosa, Wis.
Frantz, Eula May.....	Evanston, Ill.
Frost, Gwendolyn	Grundy Center, Ia.
Gilmore, Inez	Oneida, Kan.
Glaze, Etta Florence.....	Dayton, O.
Greenawalt, Helen Ankeny.....	Milledgeville, Ill.
Grimm, Hilda Mariette.....	Jefferson, Wis.
Griscom, Elwood.....	Moorestown, N. J.
Hall, Estelle	Morgantown, W. Va.
Harris, Edna	Upper Montclair, N. J.
Heath, Mary Odessa.....	Gilman, Ill.
Higgins, Katharine	Stockton, Kan.
Horning, Dorothy	Evanston, Ill.
Hutchison, Katharine Philippa.....	Mineral Point, Wis.
Kelley, Mae Elizabeth.....	Loda, Ill.
Kesler, Lora White	Carthage, N. Y.
Kincaid, Grace	Springfield, Ill.
Matthews, Mayme.....	Franklin, Ind.
McCook, Allie May.....	Cresco, Ia.
McKnight, Clara Ellen.....	Chetopa, Kan.
Medbourne, Bess Emily.....	Culver, Ind.
Miller, Osa B.....	College Springs, Ia.
Mitchell, Minnie Hughes.....	Whatcheer, Ia.
Molyneaux, Juanita Onita.....	Woodland, Ill.
Morey Sue Grace	Manistee, Mich.
Nelson, Carrie G.....	Reville, S. D.
Nickey, Gladys	Milwaukee, Wis.
Otter, Annie Mary.....	Clark, S. D.
Owens, Georgia May.....	Chicago, Ill.
Parks, Olive	Watertown, Wis.
Pratt, Marguerite Eugenia.....	Santa Monica, Cal.

SENIORS—Continued.

Richards, Josephine	Hastings, Neb.
Roberts, Lillian Florence.....	Henrietta, N. Y.
Rostock, Benjamin Franklin.....	Evanston, Ill.
Schaefer, Stella	Melvin, Ill.
Schuler, Ira	Mitchell, S. D.
Scott, Edith Oriole.....	Eyanston, Ill.
Shinn, Fannie Lloyd.....	Ames, Ia.
Silloway, Renia	Minneapolis, Minn.
Slane, Mabel Powell.....	Peoria, Ill.
Smith, Pearl	Markesan, Wis.
Smith, Rachel	Montezuma, Ia.
Stewart, Anna	Indianapolis, Ind.
Strawman, Elsa	Anamosa, Ia.
Sullivan, Alice Constance.....	Cherokee, Ia.
Sweet, Boneita May.....	Andover, O.
Van Aken, Bertha Cook.....	Hillsdale, Mich.
Walker, Myrtle Elizabeth.....	Hazelhurst, Pa.
Warner, Marjorie	Faultkton, S. D.
Weyer, Clara Elizabeth.....	Faribault, Minn.
Willard, Aleeth	Alliance, O.
Williams, Eula Frances.....	Princeton, Ill.
Wilson, Alla Jeannette.....	Reedsburg, Wis.
Wynkoop, Vera	Traverse City, Mich.
Zartman, Ethel	Logansport, Ind.

JUNIORS.

Adler, Katherine Florence	Ottumwa, Ia.
Andersen, Hazel	Sugar Grove, Pa.
Ballard, Ella Maurine.....	Crawfordsville, Ind.
Bartlett, Iva May.....	Webster City, Ia.
Bell, Marie Helen.....	Rushville, Ill.
Berry, Ruth	Tremont City, O.
Blake, Cornelia Mary.....	Evanston, Ill.
Blakeslee, Ada Frances	Savannah, Mo.
Bogert, Theodore Loomis.....	Evanston, Ill.
Buerstetta, Minnie	Tecumseh, Neb.
Burget, Earl	Idaville, Ind.
Cadwell, Nellie Mae.....	Stewartville, Minn.
Cady, Vera	Rock Rapids, Ia.

JUNIORS—Continued.

Chase, Harriet	Marion, Ind.
Cook, Sadie Lois	Lake Mills, Wis.
Diehl, Teresa Lucinda.....	Elroy, Wis.
Dice, Gladys Cleora	Galion, O.
Duchardt, Ru Berta	Beardstown, Ill.
Dumke, Emma Charlotte.....	New Holstein, Wis.
Elden, Edith Gertrude.....	Elburn, Ill.
Emmett, Snowdell	Logansport, Ind.
Engs, Mabel Slayton	Chicago, Ill.
Fraser, Christine	Twin Falls, Idaho
Furman, Irene	Chicago, Ill.
Gardner, Elizabeth	Evanston, Ill.
Gaskins, Nina Marguerite	Alton, Ill.
Giddings, Leone	Evanston, Ill.
Grigsby, Doris Bertha	Petersburgh, Ind.
Guffin, Lillian Irene.....	Geneseo, Ill.
Hamilton, Elsie May.....	Fremont, Ia.
Harper, Irene Gwendolyn.....	Evanston, Ill.
Hinkson, Anna	Stuart, Ia.
Holden, Margaret Ruth.....	Chicago, Ill.
Hughes, Frances Mary.....	Downers Grove, Ill.
Iltis, Gladys	Le Seour Center, Minn.
Kendall, Nellie Gertrude.....	Brookings, S. D.
Kesler, Lora White.....	Carthage, N. Y.
Landahl, Bessie	Princeton, Ill.
Landahl, Blanche	Princeton, Ill.
Lardie, Annette	Traverse City, Mich.
Luther, Eugene.....	Walnut, Ill.
MacCarthy, Lillian	Mt. Union, Pa.
Manley, Cora	Oskaloosa, Ia.
Marshall, Maude Adelaide.....	Wilton Junction, Ia.
McBeth, Olive Mabel	Shelby, Neb.
McNamara, Omega	Peoria, Ill.
Myers, Anna Sutton.....	Davenport, Wash.
Myers, Ruby Ray.....	Livingston, Mont.
Nelson, Florence Swart	Williamsburgh, Ia.
Newton, Jeanette	Pana, Ill.
Osborn, Pearl	Ashland, Kan.

JUNIORS—Continued.

Powell, Leila Esther	Youngstown, O.
Proctor, Alice	Elgin, Ore.
Price, Edna May.....	Galion, O.
Rice, Marjorie Bell.....	Lockwood, O.
Robinson, Ethel	Oak Park, Ill.
Roy, Phyllis Winifred.....	Darlington, Wis.
Schmoker, Ellen Lyda.....	Vincent, Ia.
Sebastian, Myrtle	Jamesport Mo.
Shugart, Eva	Nevada, Ia.
Smith, Ethel Leona.....	Phillips, Wis.
Smith, Sarah Katherine.....	Brookston, Ind.
Springer, Sarah Charlotte.....	Sullivan, Ind.
Stewart, Gladys	Mt. Pleasant, Ia.
Straus, Norma	Milwaukee, Wis.
Turner, Laura Warner.....	Chillicothe, Ill.
Upton, Emily	Chicago, Ill.
Vieira, Nellie Tracy	Springfield, Ill.
Vineyard, Middie Middleton.....	Whitehall, Ill.
Wells, Robert Elliott	Downers Grove, Ill.
Wiley, Gladys May.....	Mason City, Ia.
Winters, Pearl	Toronto, O.

SPECIAL STUDENTS.

Armitage, Clyde	Evanston, Ill.
Ainsworth, Olive	Watseka, Ill.
Barter, Percy	Evanston, Ill.
Brook, Charles	Kenilworth, Ill.
Barnstable, Reginald	Isabel, Kan.
Bunton, Georgiana.....	Atlanta, Ia.
Bushnell,	Evanston, Ill.
Bonbright, Dora	Evanston, Ill.
Brown, Grace	Peoria, Ill.
Bogart, Theodore	Evanston, Ill.
Carney, Mrs. T. P.....	Goldfield, Nev.
Clarke, Estella	Highland Park, Ill.
Chapman, Luella	Fort Atkinson, Wis.
Cogswell, C.	Evanston, Ill.
Carter, Allan	Evanston, Ill.
Carter, Ruth	Evanston, Ill.

SPECIALS—Continued.

Crane, Isabelle	Chicago, Ill.
Dalzell, Mildred	Tallahassee, Fla.
Dallenbach, Hazel	Champaign, Ill.
De Bra, Blanche	Mt. Vernon, Ia.
Duncan, Chas. M.	Evanston, Ill.
Edwards, Phirman	Chicago, Ill.
Gardner, Dorothy	Greenwood, Ia.
Gholson, Grace F.	Chicago, Ill.
Grims, Cora	Allerton, Ia.
Gilpin, Miss Jane.	Bingham Canon, Utah
Grodle, Roy	Chicago, Ill.
Hinsdell, Oliver E.	DeKalb, Ill.
Hall, Rev.	Evanston, Ill.
Hardy, Ione Elizabeth.	Lansing, Mich.
Hardy, Miss	Evanston, Ill.
Harris, Mrs. H. H.	Evanston, Ill.
Hoten, Mary	Indianapolis, Ind.
Hotchkiss, Mary	Fox Lake, Wis.
Hawkshurst, Ralph	Evanston, Ill.
Haass, Felix	Butler, Ill.
Head, Cloyd	Chicago, Ill.
Hummelgaard, Peter T.	Evanston, Ill.
Kline, George	Evanston, Ill.
Kirkpatrick, Blaine	Raub, Ind.
Louchs, Vernon	Chicago, Ill.
Meers, Kathryn	Evanston, Ill.
Mauritzon, Elsie	Chicago, Ill.
Merry, G. M.	Evanston, Ill.
Mail, Mabel	Vincennes, Ind.
Marche, Gertrude	Evanston, Ill.
Merry, Clem	Evanston, Ill.
Metcalfe, Kate	Evanston, Ill.
McDade, Edwin	Rodoak, Ia.
McCord, Bell	Pocahontas, Ill.
McKinley, Grace Marie.	Chicago, Ill.
Moore, Gerald	Chicago, Ill.
Norris, Marion	Chicago, Ill.

SPECIALS—Continued.

Nolte, Lucy Belle.....	Mt. Vernon, Ind.
Perkins, Jeannette	Evanston, Ill.
Perkins, Marguerite	Evanston, Ill.
Pierce, Nelson	Edgewater, Ill.
Pooley, Eleanor Gertrude.....	Evanston, Ill.
Paul, Grace Doland	Chicago, Ill.
Potter, Mary	Evanston, Ill.
Reed, Charles	Lyons, Kan.
Riley, M.	Evanston, Ill.
Robbins, Robert	Tacoma, Wash.
Robinson, T. H.....	Evanston, Ill.
Rodgers, Chas.	Strawberry Pt., Ia.
Richardson, Alice	Evanston, Ill.
Rummel, Fred	Evanston, Ill.
Scott, Oriole	Evanston, Ill.
Scheyver, Florence	Chicago, Ill.
Schell, Louise	Evanston, Ill.
Smith, Shirley	Evanston, Ill.
Shornon, Wiley	Evanston, Ill.
Sweet, Genevieve	Evanston, Ill.
Smith, Janet	Evanston, Ill.
Thompson, Gera	Wassau, Wis.
Tink, Albert E.....	Brooklin, Ontario, Can.
Vognild, Selma	Chicago, Ill.
Verbeck, Marjorie	Evanston, Ill.
Vinyard, Vinnie	Whitehall, Ill.
Watson, Joseph	Monon, Ind.
Whiteway, Frances	Chicago, Ill.
Wilcox, Muriel Estelle	Hammond, Ind.
Williams, Lillian	Evanston, Ill.
Wrate, Elsie Jane	Belvidere, Ill.
Wermuth, William	Chicago, Ill.

SUMMARY OF STUDENTS IN ELOCUTION.

SCHOOL OF ORATORY.

POST GRADUATES	13
SENIORS	84
JUNIORS	72
SPECIALS	85
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TOTAL	254

COLLEGE OF LIBERAL ARTS.

SENIORS	22
SOPHOMORES	54
FRESHMEN	88
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TOTAL	164

GARRETT BIBLICAL INSTITUTE.

SENIORS	41
MIDDLERS	38
JUNIORS	71
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TOTAL	150
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GRAND TOTAL IN ALL DEPARTMENTS	568

SOME OF THE POSITIONS HELD BY GRADUATES OF THE SCHOOL.

- Abernethy, Flossie Alma, University of the Pacific, San Jose, Calif.
Adams, Bessie Eleanor, High School, Marshfield, Wis.
Alexander, Edith, Elocution and English, High School, Hastings, Mich.
Ashcraft, Florence F., Department of Elocution and Physical Culture, Wellsville Conservatory, Wellsville, N. Y.
Baldwin, Flora E., Expression and Physical Culture, Eureka, Calif.
Barnes, John, A. M., Director Department of Oratory, Cornell College, Mount Vernon, Ia.
Bargelt, Evelyn, Reader with Evelyn Bargelt Concert Company, Redpath Bureau.
Beecher, Isabel Garghill, one of the few great readers of America.
Butt, Jane, Faculty Member, Cummock School of Expression, Los Angeles, Calif.
Biddle, E. F., English Literature and Public Speaking, Missouri Valley College, Marshall, Mo.
Botkin, Ina, Stephens College, Columbia, Mo.
Bower, Olive, Elocution and Physical Culture, Davenport College, Lenoir, N. C.
Carpenter, Lida, Department of Oratory, Redfield College, Redfield, S. D.
Chambers, John, A. M., Director School of Oratory, Franklin and Marshall College, Lancaster, Pa.
Cooper, Cornelia, Teacher of English and Elocution, Oshkosh High School, Oshkosh, Wis.
Corlis, Alida Elizabeth, Supervisor Reading, Public Schools, Evanston, Ill.
Dalzell, Mildred, Elocution and Physical Culture, Woman's College, Tallahassee, Fla.
Dalgety, George L., Department of Public Speaking, Kentucky Wesleyan College, Winchester, Ky.
Davis, Susie B., Director Department of Elocution, State Normal School, Macomb, Ill.
Dennis, W. C., A. M., Director School of Oratory, Central Holiness College, Oskaloosa, Ia.
Dickson, Louise, Teacher of Expression, Polytechnic High School, Los Angeles, Calif.
Dickson, Nelye, Department of Oratory, Occidental College, Los Angeles, Calif.
Dillon, Flossie, Elocution and Physical Culture, High School, Spokane, Wash.
Dunlap, Clara May, Normal School, South Dakota.
Earle, Miriam Lee, Department of Oratory, Swarthmore College, Swarthmore, Pa.
Elder, Donna Bell, English and Oratory, National Memorial University, Mason City, Ia.

*Eno, H. L., B. S., Professor of Debate and Oratory, Morningside College, Sioux City, Ia.

Findlay, Ruth, Director, Department of Oratory, Mt. Union College, Alliance, Ohio.

Fitzpatrick, Louise, Reading and Physical Culture, Bethlehem Academy, Faribault, Minn.

Frahm, Paula, Elocution and Physical Training, Annie Wright Seminary, Tacoma, Wash.

Fugard, Zada Zoe, Supervisor of Reading Pueblo Public Schools, Pueblo, Colo.

Gallagher, Ray, High School, Canton, Ill.

Garver, Ora, Department of Expression and Physical Culture, Howard Payne College, Fayette, Mo.

Gates, Arthur, A. B., Director of Department of Public Speaking, Miami University, Oxford, Ohio.

Gehl, Wilhemina, Marionville College, Marionville, Mo.

Gilson, Frank, A. B., Director School of Oratory, Southwestern Kansas University, Winfield, Kan.

Grant, Nellie Allen, State Normal College, Florence, Ala.

Grigg, Mrs. Merrill Moore, Principal and Director of the Cumnock School of Expression, Los Angeles, Calif.

Grose, Ethel, Department of Expression, Amity College, College Springs, Ia.

Heimerdinger, Alma Valora, Drew Seminary, Carmel, N. Y.

Hemenway, Ruth, Department of Oratory, Wesleyan University, Bloomington, Ill.

Heald, Jude, Department of Oratory, So. Cleveland High School, Cleveland, Ohio.

Hurlbut, Edwina, Expression, High School, New Orleans, La.

Hardy, Clarion D., A. B., Professor of Debate and Oratory, and Dramatic Literature, Dakota Wesleyan University, Mitchell, S. D.

Hillier, Lillian, Public Schools, Waunakee, Wis.

Huston, Alma, English Literature, Elocution, Hagan Academy, Hagan, Ga.

Hyatt, Christiana, Springfield, Mo., Normal.

James, Walter, A. B., Department of Debate and Oratory, Bellevue College, Bellevue, Neb.

Jolley, Arthur T., A. B., Director School of Oratory, Genesee Wesleyan Seminary, Lima, N. Y.

King, Sylvester, Professor of Rhetoric and Public Address, Michigan Agricultural College, Lansing, Mich.

Kinney, Emma, Public Reader, Colfax, Wis.

Kirtley, Bertie, Studio of Expression, Joplin, Mo.

Krieger, Rose, Expression and Physical Culture, Silliman Collegiate Institute, Parker, La.

Le Compte, Pearl, Stephens College, Columbia, Mo.

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A School of Oratory

By Bishop John H. Vincent.

“**T**HE VOICE,” said Zeno, “is the flower of beauty.” But this would be a weak and inadequate figure by which to set forth the mission of the institution we this day dedicate—this hall of speech.

Language is the condensation of all the arts of expression, for language is universal, flexible, creative, spiritual. In what we call eloquence, are to be found the essential elements of sculpture, painting, architecture and music, since the human imagination has power to transform the human speech it bears into an infinite variety of idea forms.

It is no slight office to teach men and women to be true artists; to give them power to transfer to the souls of contemplative listeners the world of life and art, and to kindle in them a passion for beauty and truth and goodness.

The impulse of expression in man is an essential and vital part of his nature. He thinks, he desires, he resolves, he declares. When the first rational man, conscious of self, attempted to express his thought to some other self, language began. The outcry of an animal following some unrecognized and involuntary impulse is not language, for language requires the consciousness of self, the recognition of another self, and the desire to attempt to communicate with him.

There is still another element in the art of expression. In all men imagination outreaches endeavor. A man creates a form, but by the eye of his imagination sees a more perfect form. He feels that there is more than the practical end to be accomplished. There is something which gives him pleasure and which gives pleasure to others. Thus he gratifies the sense within him which he calls the sense of the beautiful. He feels in it some harmony of sounds, some touch of color, some form of architecture, as in a column or an arch. Thus Beauty waits on Utility and we have as an outcome the art of dress, of architecture, of sculpture, of painting, of music—forms of expression by which the soul projects itself into the outer world and perpetuates itself in forms of its own creation.

So the human voice, first employed for purposes of utility to express need, desire and purpose, is used to awaken and minister to the sense of the beautiful, and thus by tones, articulations, inflec-

Oration delivered at the dedication of the Anna May Swift Memorial Hall of the School of Oratory of the Northwestern University, Evanston, Ill.

tions, pauses, emphasis, rythm, harmony, the art of elocution and the art of music are developed.

The most interesting feature of a new building is not in the style of its architecture, nor in its relation to a group of fine structures. It is not in the age or distinction of the institution which it represents, in the fame of its architect, nor in the worth of the men whose names it commemorates or through whose munificence it is erected. The true value of a building is to be found in the great idea, it embodies, and the end it aims to serve in the civilization to which it belongs.

In this classic town no other academic structure can look down with pity or look up with apology for the new hall to which we this day invite our guests.

Art may walk about this building with the smile of approval upon her face. Literature may rejoice. Science may claim an interest in the new venture, and Religion pronounce upon it her most reverent benediction. The architect need not conceal his name in the presence of the most rigid critics. The projector of this new movement, the head of this department of this University, has no reason for abating the joy of his triumph. And the contributors to this splendid edifice, whose good sense, good taste and liberal spirit have made this hour possible, may well congratulate each other, their leader, the University, and the citizens of this classic town.

This is a hall dedicated to human speech—the fragrant and lovely flower of the human voice.

What power the human voice has! It may raise the dead. Old literatures entombed in silent mounds for thousands of years may through the living voice come forth from pages of stone, parchment, and papyrus. They may again stir the air, sweep through living souls, give strength and gladness, and inspire men to new service.

Through the magic of human speech sweeter voices than those of the dead orators may repronounce the words that once wrought wonder among men, and these same words may work greater wonders. Eloquence that died when the old orators died may become eloquence again. The living voice gives new conditions and new opportunities to the now silent orators. Demosthenes and Isaiah may still thrill the living multitude.

The historic records by which we may have rescued, recognized and interpreted anew the deeds of the past may by the human voice be transmitted into living syllables for living ears. The heroisms of the dead past may be rehearsed in words, tones, accents, flushing cheeks and flashing eyes, and the quiet country home may feel the inspiration and the enthusiasm of the forum and the battlefields of long ago. Poems that lips never pronounced before, written by the solitary singer, may find utterance, exposition and conquest, long years after they were written.

In speech you have at command invisible weapons—swords of the spirit. In speech, spirit answers to spirit. By power that went through words Christ hushed the turbulent waves, raised the dead Lazarus, forgave sin and opened the gates of Heaven. The energy was in Him. Words were His messengers.

It is the mission of this hall to prepare men for oratory in the senate, at the bar, on the platform and in the pulpit; for scientific and philosophic work in the class room; for the interpretation of literature in public and in private; for professional teaching in the school; for reading in the home, in nursery and parlor; for the promotion of extemporaneous utterance and conversational facility, and incidentally, to pursue such studies and discipline in physiology, psychology, literature, rhetoric, history, and universal art as may give strength, self-command, and large resources in various fields.

This new building by the lake stands as an emphatic and eloquent protest against the perversion of the great art of elocution. It insists that there is a science which gives significance and power to the art; that the mastery of it requires thorough discipline through years of patient preparation. This school is not designed merely to meet the professional necessities of a class, but it is based upon a philosophy of expression which must be mastered by men and women who would distinguish themselves in the larger fields of the profession or render true service in more quiet spheres of life. This school is for men and women of all professions. It provides graduate and professional courses. There is no month in the whole college career when its services are not needed. It is designed to be accessible to the students in the preparatory school, and has a mission to fulfill in behalf of primary teachers, and mothers, recognizing the importance of elocutionary discipline when the child is in the nursery, beginning to prattle and to sing and to form the habits of speech which are to abide with him in after years. Elocution should be studied from matriculation to mastership. It should begin years before that—long before that; it should be continued after that—long after that. To this hall should come students of art and language, of law, of pedagogy, ministers and mothers, and the missionaries of the societies of Christian Endeavor and the Epworth League, who go to read to the "shut-in," the paralyzed, the blind, the old, aiming to comfort and strengthen the afflicted and to broaden the horizon of men and women in the most limited and lowliest life. There is no calling, there is no age for which this hall does not make provisions. Of all the structures on this ground it is, next to the church, the institution for all grades, all ages, and for all the years.

This Cumnock School of Oratory of necessity sustains a relation of large opportunity and immense responsibility to the School of Theology. Here our ministers are to be prepared for the pulpit; not for preaching alone, but for the reading of hymns, the reading of scripture, the offering of public prayer, and for those private offices

of religion in which the voice exercises such an important function. Too many ministers imagine that a knowledge of the laws of declamation or public delivery covers the work which the School of Oratory is to perform for them.

What the ministry needs is, first of all, the fundamental elements of power in the man who represents Christian ideas and the true mission of the church; *character*, clean, all-controlling conviction, the power of cultivated, sensitive, and dominating personality. He needs lofty ministerial ideas, a knowledge of society, the sympathy of the people born of practical sympathy with the people. With these elements of preparation the minister of to-day must have a thorough knowledge of the conventional rules which embody and apply the true philosophy of expression. These rules must be so inwrought into his soul that they become unconscious habits. They control him no more as regulations, but as dominating forces of his nature.

A few lessons in elocution, a single term in the School of Oratory are of very little service to a minister, whose bad habits are accentuated rather than alleviated by the limited knowledge he thus acquires. There are many bad habits of the pulpit—loudness, harshness, awkwardness, put-on pathos, excessive gesticulation—what an old fisherman criticized in his parson, “too much lobstering with his hands.” All these come from undue self-consciousness, from the absurd imitations of execrable examples which the young minister once imagined to be graceful and impressive.

We are met for the dedication of a School of Oratory, which shall for the century to come develop specialists in the art of speech—at the bar, in the senate, on the platform, in the pulpit, in the school room, in the college class room, in the home—and which shall awaken among the multitudes a new and intelligent interest in all that pertains to language.

During the past five years this School of Oratory under the direction of the Northwestern University, has been compelled to turn away scores of applicants, who, feeling their need, and knowing the good name and splendid success of the distinguished director of this school, were attracted hither.

Why should not the president of the University and the director of the School of Oratory aim to make this school one of the most famous in the world? Director Cumnock, in pursuance of this idea, which he himself originated, asked the executive committee to grant him a site on the campus, and pledged himself for the erection of a building large enough to accommodate three hundred pupils. It is the first building ever designed and used exclusively for elocutionary purposes in this country—probably in the world. It is not often that a teacher in an institution assumes such a financial burden as Professor Cumnock has assumed. It is the fruit of faith’s enthusiasm. It is a school not merely of vocal training, but of general expression,

and especially of English—a school of English language, English history, English literature, and English composition.

With the facilities provided by the new building and with its unique and thorough organization, there will be no school of oratory east or west offering like advantages. It is the only school of the kind that has grown up under the fostering care of a great university. One of its chief advantages is in its provision for continuous private training with class work. It is not an institution for its own resident students of oratory alone, but for all students in the College of Liberal Arts and in the School of Theology.

I congratulate the University upon the fact that Professor Cumnock is the director of this school. He was for years at the head of the department of elocution at Chautauqua. As a public reader he appeared before our great amphitheater at least thirty-five times, and no man could command a larger audience. The variety of his *repertoire*, his versatility, naturalness, personal enthusiasm, general scholarship, fine taste and genuine sympathy render him as attractive as a public reader as he is successful and unsurpassed as a teacher and inspirer of others.

This Hall of Oratory commemorates one of the most beloved of your University students—Miss Annie May Swift—whose early death still casts a deep shadow over the hearts of all who knew her. It is in her memory that her father, a distinguished citizen of Chicago, has contributed so liberally toward the erection of this building. Miss Swift was a young woman of surpassing beauty, of superior scholarship, and of the highest Christian character.

This hall now becomes a part of this great University. It will some day be old—very old and very sacred. We this day consecrate it to high and holy uses. It now belongs to the present and to the future. It will some day belong to the past; and we who are here to-day shall be part of that past.

We are not yet able to fill this hall with the pictures and the statuary which should adorn it. But what art may not yet accomplish imagination can supply. I already see throughout the building busts and statuary of the great orators, teachers, statesmen, philosophers, preachers of the ages.

In the old temple of On at Heliopolis, consecrated to the worship of the sun, an ingenious priest devised a mirror, which, standing in the roofless temple and moved by clockwork through the hours of the day, every moment from the morning to the evening reflected the glory of the sun, and filled with his light the temple dedicated to his service. So may the altar of God stand in this temple of oratory, and the light of the Son of Righteousness be reflected in the hearts and faces and daily lives of the men and women, old and young, who shall enter these sacred precincts to gain Christlike characters, to speak truth in tones clear, simple, sincere, forcible, convincing and effective—for this is eloquence.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

ANNIE MAY SWIFT MEMORIAL HALL



THE ONLY SCHOOL OF ORATORY IN AMERICA
THAT HAS A BUILDING ESPECIALLY DE-
SIGNER FOR ITS WORK, AND USED
EXCLUSIVELY BY ITS PUPILS.